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ABSTRACT

Between January 1972 and December 1973, three Illinois public library systems conducted Books by Mail (BBM) programs with the intent of reaching people unserved by libraries and promoting and improving library services. Similar procedures were followed by the three systems: a catalog, listing paperback books for children and adults, was prepared and distributed by bulk mail. Prestamped book order cards were enclosed. Program evaluation was based on monthly circulation statistics, an analysis of geographic distribution of patrons and of subject popularity from a 10 percent sample of the completed order cards and, at the end of the project, a questionnaire to an 8 percent sample of the BBM patrons. The mean cost per user of the BBM service was \$8.12. Data suggested that the programs did not achieve their goal of stimulating library use and the development of new library districts, since a high percentage of the BBM users were already registered library patrons. Furthermore, the total group sampled was not willing to pay an annual fee large enough to support any type of library program, even a BBM service.  
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THE BOOKS BY MAIL PROGRAMS OF  
BUR OAK, CORN BELT, AND  
ROLLING PRAIRIE LIBRARY SYSTEMS

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## Chapter I

### Introduction

In November 1970, three Illinois public library systems--Bur Oak (Joliet), Corn Belt (Bloomington), and Rolling Prairie (Decatur)--applied to the Illinois State Library for LSCA funds to finance an experimental program of mail order book service. The "Books by Mail" (BBM) projects were proposed as an effort to reach people without ready access to library service and to promote and improve library services. The idea of providing BBM service had been tried by a number of libraries in the United States prior to this time, but had not been tried on a large scale in Illinois. Many of the ideas for the project came from the experience of the North Central Regional Library, Wenatchee, Washington.

The proposal was approved by the Illinois State Library and in March 1971 a contract was signed with the three public library systems (see Appendix A). The Illinois State Library also contracted with the Library Research Center (LRC) of the Graduate School of Library Science, of the University of Illinois to evaluate the project.

### Objectives of the BBM Project

Each of the three system directors prepared a proposal for their system's involvement in the project. The objectives stated in the three proposals were similar. They were:

- 1) To reach people unserved by libraries,
- 2) To stimulate the use of existing libraries, and
- 3) To encourage the formation of district libraries



in areas without tax-supported libraries.

In addition to these three objectives, the Bur Oak proposal listed the objective: to stimulate non-member libraries to join the library system. The Corn Belt and Rolling Prairie proposals not only stated their objective, to reach the unserved, but expanded this to include persons with limited access to library service because of physical handicaps, distance from library facilities, inconvenience of library hours, or lack of knowledge of existing library services.

The experimental BBM program was viewed by the three system directors as one way of reaching the totally unserved and those with limited access to library service. In addition to providing direct access to print materials, it was hoped that the program would publicize library service in general, lead to greater interest, support, and use of existing facilities; as well as the formation and support of district libraries in areas without service.

The duration of the projects originally was from January 1972 to June 30, 1973. Due to difficulties in the preparation and distribution of the catalog and its supplement, the projects were extended until December 31, 1973.

#### Background Information about the Three Library Systems

In order to understand the nature of the library service available in the areas served by each of the three systems, a brief description of each is necessary.

As the names (Bur Oak, Corn Belt, and Rolling Prairie) of these systems indicate they serve predominantly rural areas.

The Rolling Prairie area includes two cities of approximately 90,000 population: Decatur and Springfield, the state capital. Twenty-six of the public libraries in the systems area serve fewer than 5,000 people. The two largest communities in the Bur Oak area are Joliet, a city of 75,000, and Kankakee with a population of approximately 30,000. Sixteen of the twenty-two public libraries within the area of this system serve less than 10,000 people. The communities within the Corn Belt area were smaller. The largest community in the area is Bloomington with a population of approximately 40,000. Eighteen of the twenty-one public libraries in the area serve communities of less than 5,000 people. As the data in Table 1 show, the density of population per square mile ranges from 58.24 persons in the Corn Belt System area to 172.93 in the Bur Oak System area. Approximately one-third of the population in each system area were not served by a tax supported public library at the beginning of the project.

#### Background Information About BBM Projects Outside of Illinois

Reference has been made to the Mail Order Book Service of the North Central Regional Library in Wenatchee, Washington earlier in this chapter. To obtain information about other BBM projects a literature search was conducted by the LRC staff. The purpose of this literature search was to identify existing programs and to gather pertinent quantitative data which could be used to compare with the data collected from the three programs in Illinois.

TABLE 1  
CHARACTERISTICS OF THE LIBRARY SYSTEMS  
WITH BOOKS BY MAIL PROGRAMS\*

	Bur Oak	Corn Belt	Rolling Prairie
Total number of square miles in area	2,229.70	2,806.10	4,623.60
Total population of area	385,574	163,445	429,736
Population per square mile	172.93	58.25	92.94
Population not served by tax supported libraries:			
Number	130,345	51,774	151,294
Percent	33.8	31.7	35.2
Number of tax supported public libraries in area:			
Members of system	21	21	28
Non-members	1	0	2

\* Source: Statistics of Library Systems in Illinois 1971-72. Illinois Libraries.  
54, December 1972, p. 842.

Forty programs were identified which had objectives similar to the three projects proposed for Illinois (see Table 2). The programs had been inaugurated to reach isolated persons in rural areas and in institutions or the homebound; persons to whom regular library service was inaccessible. In addition, the libraries were testing the programs as a means of outreach to attempt to convert non-users to library patrons and stimulate the demand for library services.

Other programs were identified which are not listed in Table 2. These were not included because they were for a specific group of users: the blind, physically handicapped, pre-school children, etc. A commercial service also was identified. The American Paperback Services of Topeka, Kansas provides the catalogs, collections, publicity, and supplies for Mail-a-Book Service at an estimated cost of 35¢ a circulation.

The BBM programs which were identified by the LRC staff were contacted for further information which could be used for purposes of comparison. The staff was particularly interested in the following:

- 1) Program objectives
- 2) Population served
- 3) Collections
- 4) Publicity of the service
- 5) Circulation procedures

## BOOKS BY MAIL PROGRAMS BY STATE

## California:

Sacramento City - County Library, Sacramento, California 95814

## Colorado:

Jefferson County Public Library, Golden, Colorado 80401

## Idaho:

Lewiston-Nez Perce County Library System, Lewiston, Idaho 83501

## Kansas:

Central Kansas Library System, Great Bend, Kansas 67530

South Central Kansas Library System, Hutchinson, Kansas 67501

## Michigan:

Harper Woods Library, Harper Woods, Michigan 48225

Mid-Peninsula Library Federation, Iron Mountain, Michigan 49801

Portage Township Public Library, Houghton, Michigan 49931

## Minnesota:

Arrowhead Library System, North Virginia, Minnesota 55792

East Central Regional Library, Cambridge, Minnesota 55008

Kitchigami Regional Library, Pine River, Minnesota 56474

Washington County Library, Lake Elmo Minnesota 55042

Nobles County Library, Worthington, Minnesota 56187

Marshall-Lyon County Library, Marshall, Minnesota 56258

Hennepin County Library, Minneapolis, Minnesota 55401

## Mississippi:

Mississippi Library Commission, Meridian Public Library, Meridian,  
Mississippi 39301

## Nebraska:

Nebraska Library Commission through The Southeastern Nebraska Multi-  
Regional Library Network, Lincoln, Nebraska 68509

## Nevada:

Elko County Library, Elko, Nevada 89801

## New Mexico:

New Mexico State Library, Santa Fe, New Mexico 87501

Northeastern Regional Library, Cimarron, New Mexico 87714

## New York:

Wayne County Library System, Newark, New York 14513

Wyoming County Library System, Avon, New York 14414

North Country Library System, Watertown, New York 13601

Rochester Public Library, Rochester, New York 14604

## North Carolina:

Northwestern Regional Library, Elkin North Carolina 28621

## North Dakota:

Grand Forks Public Library, Grand Forks, North Dakota

## Ohio:

Cleveland Heights - University Heights Public Library, Cleveland Heights, Ohio 44118

## Oregon:

Deschutes County Library, Bend, Oregon 97701

## Pennsylvania:

Mail Order Delivery Library, Harrisburg, Pennsylvania 17105

## South Dakota:

The Brookings Public Library, Brookings, South Dakota 57006

## Texas:

San Antonio Public Library, San Antonio, Texas 78205

## Vermont:

Vermont State Library, Montpelier, Vermont 05602

## Washington:

Spokane County Library, Spokane, Washington 99206

Yakima Valley Regional Library, Yakima, Washington 98901

King-Pierce County Libraries, Tacoma, Washington 98402

North Central Regional Library System, Wenatchee, Washington 98801

Seattle Public Library Seattle, Washington 98104

## West Virginia:

Morgantown Public Library, Morgantown, West Virginia 26205

## Wisconsin

Manitowoc County Library System, Manitowoc, Wisconsin 54220

Dodge County Library, Beaver Dam, Wisconsin 53916

- 6) Mailing procedures
- 7) Type of catalogs
- 8) Costs
- 9) User reaction
- 10) Administrative assessment of books by mail service
- 11) Future plans of the projects

Twelve programs responded to this request for information about their service. Among the twelve there was no uniformity in the categories of information they provided or standardization of statistical information. Some sent raw data and requested the LRC to analyze it.

## Chapter II

### Procedures

The procedures followed by the three systems in the provision of the books by mail (BBM) service were similar.

#### Catalog Preparation

All three systems used the same mail order catalog with a personalized cover for each system. The cover or overleaf explained the service and ordering procedures, listed addresses and hours of service of member libraries, and announcements of other system services.

The use of a catalog was the means used by BBM or mail order service programs across the country to publicize and explain the service. These catalogs were fairly identical in size, approximating the dimensions of the standard tabloid newspaper, with some exceptions: Kansas' intermediate-sized catalog (slightly larger than a paperback) and North-Central's mini-catalog, about the same size as a paperback.

All catalogs stressed popular fiction, self-improvement publications, sports, hobbies and crafts, biographies, social issues, and a wide range of topics designed to appeal to a mass audience.

The catalogs varied in pagination from a minimum of ten pages (Dodge County, Wisc.), to a mammoth ninety-two pages (Wyoming County, New York). The Illinois systems used a 24-page catalog.



Formats followed comparable lines. Ten of the catalogs contained a table of contents and a subject index. Eight differentiated between adults' and childrens' titles. One library (NCRL) issued a special supplement aimed at pre-schoolers and juveniles; and another library has planned a separate children's catalog (Harrisburg). In addition to the subject, title, and age data; six mail order catalogs featured information on the library's regular services and/or hours of operation, plus some mention of branch operations.

The artistic composition of the catalogs was similar. Eleven were illustrated with black and white photos and/or drawings. Six had original designs inside and on the covers. Three (Pierce/King County, North-Central, and Wyoming County) used color on the covers and supplements to enhance visual appeal and arouse interest. In addition to photographs of system services on the outside sheet, the Illinois systems used reproductions of 31 of the book covers listed in the catalog.

All mail order catalogs contained annotations of differing scope--some brief and others detailed and analytical.

The Illinois catalog was based upon the one used by the North Central Regional Library of Wenatchee, Washington. It had been hoped that the three systems could use this catalog without many changes. However, when the Wenatchee's mail order catalog was checked against the latest edition of Paperbound Books in Print, it was discovered that approximately

one-third of the titles were no longer in print. Substitute titles were selected and annotated for inclusion in the new catalog. A second set of titles had to be selected and annotated when it was discovered that not all the titles listed in Paperbound Books in Print were available from the jobber supplying the paperbacks for the service.

Eight months after the three library systems signed the contract with the Illinois State Library the first mailing of the BBM catalog took place. The catalog was tabloid size, printed on newspaper stock. It listed 1102 paperback book titles with annotations. Some of the annotations were accompanied by a small black and white illustration from the jacket of the book. The titles for adult materials and children's materials were arranged in broad categories: general fiction, historical novels, gothic romances, westerns, humor, very young, juvenile fiction, history, mysteries, science fiction, etc. No attempt was made to list the categories of children and juvenile materials separate from categories for adult materials. These categories were interspersed throughout the catalog.

#### Catalog Distribution

Distribution of the catalog began on January 27, 1972. The majority of the catalogs were distributed by bulk mail in the "unserved" areas of each library system. In the Corn Belt System residents within the city limits of Bloomington, Normal and Pontiac were included while in the Rolling Prairie

System residents of Decatur and Springfield were excluded. The Corn Belt and Rolling Prairie Library Systems completed the mailing of catalogs in February of 1972. The Bur Oak Library System staggered the mailing of the catalog over a period of eight months, completing the distribution of the catalog in September of 1972.

The bulk mailing procedure was successful in two of the three systems. In the Corn Belt area it was discovered that not all the catalogs had been delivered. One bundle of 100 copies was found dumped in a ditch. The systems used other means of catalog distribution than bulk mailing. Copies were distributed through member libraries to home-bound individuals, nursing homes, hospitals and other institutions within each system area.

#### Catalog Supplements

The frequency with which the various libraries across the country issued supplements to their BBM catalogs varied considerably. Two libraries issued theirs monthly, two released quarterly supplements, two distributed theirs every six months, and three others published theirs annually. Four libraries either followed an irregular pattern or did not report frequency. Catalogs were first issued in the Illinois systems early in 1972 and supplements were not issued until late spring of 1973.

The supplement to the catalog contained 550 new titles plus 1000 from the original catalog. The new titles had been

jointly selected by the directors of the three systems. The same format was used for the supplement as had been used for the original.

To avoid the huge rush of requests that Rolling Prairie and, to a lesser extent, Corn Belt experienced as the result of the distribution of the original catalog, the three systems all staggered the distribution of the supplement. Rolling Prairie distributed the supplement during May and June, Corn Belt from May through July, and Bur Oak from May into September of 1973.

#### Collection

Special paperback collections are the most common means of providing access to materials through BBM programs. Only two libraries reported the use of hardcover titles for these programs.

As was stated earlier, the collection of paperback titles used for the BBM projects in Illinois was based upon the 2000 titles listed in the mail order catalog of the North Central Regional Library of Wenatchee, Washington. Since many of these titles were out of print, it was necessary to make some substitutions and deletions from that list. After the catalog for the three Illinois library systems was printed it was discovered that approximately one hundred titles in the catalog were not available from the jobber and some of these could not be obtained anywhere. Obviously this became a source of user dissatisfaction and disappointment.

Each system began the project with five copies of approximately 1100 titles. It soon became evident that five copies of the more popular titles were not adequate. Each system found that it was necessary to have 30 or 40 copies of a popular title and in some instances (The Godfather) as many as 70 copies. For this reason, each of the three directors determined the number of copies they needed of each title listed in the supplement. By this time, they considered five copies of a title to be the very minimum. The popularity of titles could only be estimated. Often the showing of a movie at a local theater or on television brought a sudden demand for a specific title.

The original books by mail collections of five copies of each title were purchased through a jobber at a discount. The purchasing of additional copies was done separately by each system. In some instances, when the demand for a title was excessive, extra copies were purchased at the local paperback book store at retail prices.

Several factors were considered in selecting new titles for the collection listed in the supplement. New and up-to-date titles were added in the subject categories which proved to be most popular. Additional works of popular authors were included. Subject categories of materials which were often requested but for which there was little material in the catalog were expanded. Five hundred new titles were added to the collection making a total of approximately 1600 titles

in each of the three collections.

The Handling of Requests for Titles Not in the BBM Catalog

All three systems received a small number of requests for titles which were not listed in their books by mail catalogs. Bur Oak sent these titles to the public library nearest the user and a letter to the user explaining where the book was available and the need for a non-resident card to borrow the book. Corn Belt used interlibrary loan to send the titles directly to the user or to the nearest library (especially if the user lived in a community with a member library). Both Bur Oak and Corn Belt reported that users often did not pick up the books when they were sent to the nearest public library. In Rolling Prairie, users were informed the system could not supply books not listed in the catalog. It was suggested that users try one of the member libraries listed in the catalog. The system did not send the requested titles on interlibrary loan.

The books by mail programs across the country handled requests for materials not in their catalogs in a variety of ways. In four mail order programs the patrons had access to the entire collection, in six libraries they had access to large print materials, and in one library to audio-visual materials. In other programs, patrons could request material by phone or by letter without an order form. There were no established procedures which could be used as an example.

### Processing and Circulation

The processing and circulation procedures used in the three systems varied slightly. However, they were kept at a minimum. In the Rolling Prairie and Corn Belt Systems the books were stamped with the systems' identification and assigned a copy number. No cataloging of the books was done.

- In the Bur Oak System each book was assigned the number used in the BBM catalog for that title. This number along with the copy number was placed on the spine of the book. Bur Oak also made a shelf list card for each title containing data about the number of copies, data about discards, and number of circulations of a copy before discarding.

To facilitate ordering from the catalog, two request cards (postcards) with eight lined spaces to write in the catalog order numbers of the books were placed in the center-fold of each catalog. New request cards were included with each shipment of books. The postage for the request cards was prepaid by the systems.

In all three systems books were sent out in Jiffy bags which would hold eight paper backs. The use of reuseable flexible containers or Jiffy-type bags was standard in all programs across the country. Return mailing labels were furnished by the library. Eleven of the twelve libraries which responded to the LRC request for information about their programs paid postage both ways for the books.

At the beginning of the project Bur Oak and Corn Belt

enclosed a stamped self addressed Jiffy bag in the package to be used for returning the books. Rolling Prairie requested that the patrons re-use the Jiffy bag and pay return postage. In the end all three systems requested that patrons re-use the Jiffy bags and Bur Oak requested that they pay return postage.

When the packets of books were sent to the patrons a new request card was included along with a form explaining any unfilled requests. After some attempts to keep reserve lists of users wanting specific titles, this was abandoned as impossible because of the volume of requests. The Bur Oak system occasionally sent substitute titles in place of those which were not available.

The three Illinois Library Systems adopted a four week loan period (from the date books were received by the patron) for their books by mail program. This was the loan period used by eight of the twelve libraries in the national sample. Three libraries of that group did not have a specific time span for lending the materials and one restricted borrowing to three weeks.

Policies regarding overdues differed. Three libraries in the national sample did not fine tardy patrons. But two others posted a fine schedule and one levied financial penalties for lost or excessively over-due materials. Five libraries did not disclose any policy in this area, which might indicate a lenient attitude toward the user's failure to re-



turn books on time.

In the national sample of libraries with books by mail programs circulation procedures were explicitly or implicitly comparable. Eleven libraries reported keeping circulation records. Four libraries used the Kaiser charge-out system in which books were circulated minus cards and jacket pockets. The borrowers request card was filed to serve as a transaction record. Although the other libraries did not report this aspect of their mail order program, a similar method of circulation is indicated in the description of their related operations.

In the three Illinois library systems request cards served as the only records of patron service. At Rolling Prairie and Corn Belt the request cards, filed by user's names, were used as a circulation record. As books were returned, they were checked off of the request card and the card was pulled when the total transaction was completed. At Bur Oak the request cards were dated as they were received and again when the order was mailed. A check mark or zero was used to indicate whether or not a title was available. The cards were filed by county and then by the individual's name in this system. All three systems tabulated daily the number of cards received, the number of requests, the number of books mailed, and the number returned. Periodically, this information, along with the request cards for completed transactions, was sent to the LRC for data analysis.

### Publicity for the Programs

The distribution of the catalog and its supplement was the primary means of publicizing the service. In addition to the catalog mailings, Bur Oak supplied catalogs to the Welcome Wagon hostess serving rural families, sent catalogs to three schools in the areas, made them available on the bookmobile, and placed copies in the member libraries. Corn Belt also made catalogs available to schools and to any residents in areas of limited library service (areas where the public library was open less than six days a week). Rolling Prairie supplied catalogs to the New Salem State Boy's Camp and through the local Welcome Wagon. This system did not make catalogs available through the schools or member libraries.

While three library systems in Illinois relied mainly upon the distribution of the catalog to publicize their programs, other libraries across the country used a variety of methods. Two libraries utilized radio and television, and two used special newspaper supplements and press releases. Three libraries experimented with posters in bookmobiles, signs in branch libraries, information booths at county fairs, and staff communications with patrons. In addition to the catalog distribution, the Illinois systems used press releases in local newspapers.

### Data for Evaluation

The three library systems provided the following information to the LRC to be used in the evaluation of the projects:

- 1) The dates of distribution of the catalog and the supplement.
- 2) Notices and dates of other promotional efforts and publicity.
- 3) Monthly circulation statistics.
- 4) The request cards after the transactions were completed.
- 5) Periodic reports of expenditures.
- 6) Changes in procedures.
- 7) Correspondence from patrons.

The following chapters report the results of the analysis of this data.

### Chapter III

#### Analysis of Circulation Data

The three library systems sent the statistics on their books by mail circulation to the LRC each month. These were tabulated by the number of request cards received by each system, the number of titles requested, the number of titles sent, and the per cent of requests filled.

The systems also sent the request cards which they had received from patrons to the LRC after the transactions were completed. The LRC staff used these cards to determine the geographic distribution of the patrons in each system. A 10 per cent sample of the request cards was used to determine the types of materials most popular with the patrons. This 10 per cent sample was drawn in May of 1973. At the end of the project, an 8 per cent sample was drawn from total number of patrons using the service. A questionnaire was sent to this sample in regard to their satisfaction with the service.

#### Total Circulation

Table 3 shows the total BBM circulation for the three library systems for the duration of the project. It should be remembered that the mailing of the catalog in the Bur Oak system was one month later than in the other two systems. Therefore, the patrons in the Bur Oak system borrowed books for a twenty-two month period rather than a twenty-three month

period.

Table 3 shows some interesting patterns. In the Bur Oak System the number of requests received decreased from a mean of 1030 per month in 1972 to a mean of 739 per month in 1973. Likewise, the mean number of titles requested per month decreased the second year in this system. As one would expect, as the number of requests decreased the per cent of requests filled increased. The converse of this pattern was seen in the Corn Belt System. As the number of requests received per month in 1973 increased, the per cent of requests filled went down. This pattern was not discernable in the BBM circulation of the Rolling Prairie System. Their number of requests increased in 1973 and the per cent of requests filled also increased. However, Rolling Prairie had the lowest request filled rate during 1972 of the three systems and for the entire duration of the project.

#### Effect of Catalog Distribution upon Circulation

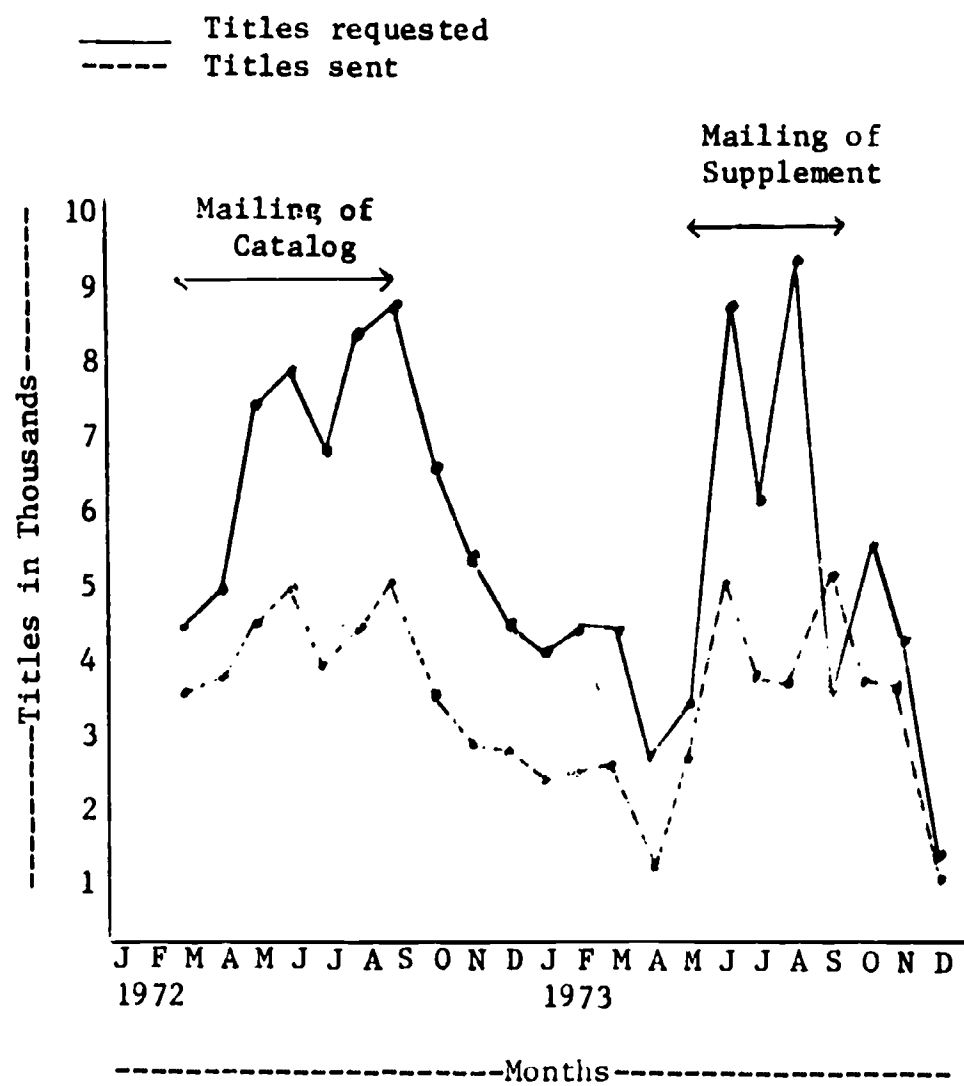
There was a direct relationship between the catalog and supplement distributions and the number of requests received. Graphs 1-3 show an initial surge of orders after the distribution of the catalog and the supplement. Graph 3, which represents the monthly requests for the Rolling Prairie System, shows this relationship most clearly. In a nine month period after the distribution of the catalog the number of titles requested dropped from 14,350 to 1,100. A similar drop is shown after the distribution of the supplement.

TABLE 3  
TOTAL BOOKS BY MAIL  
CIRCULATION  
IN THE THREE SYSTEMS FOR THE DURATION OF THE PROJECT

	Bur Oak		Corn Belt		Rolling Prairie	
	1972	1973	1972	1973	1972	1973
		Total		Total		Total
Request cards received	10,302	8,873	4,607	7,008	8,722	9,878
Mean number per month	1,030	739	418	584	792	823
Titles						
requested	64,283	59,547	26,843	42,598	55,316	54,270
Mean number per month	6,428	4,962	2,440	3,550	5,028	5,356
Titles sent	37,821	38,179	19,543	25,724	29,327	39,215
Percent of requests filled	5.8%	64.1%	72.8%	60.4%	53%	61%
		61.4%		65.2%		57.3%

GRAPH I

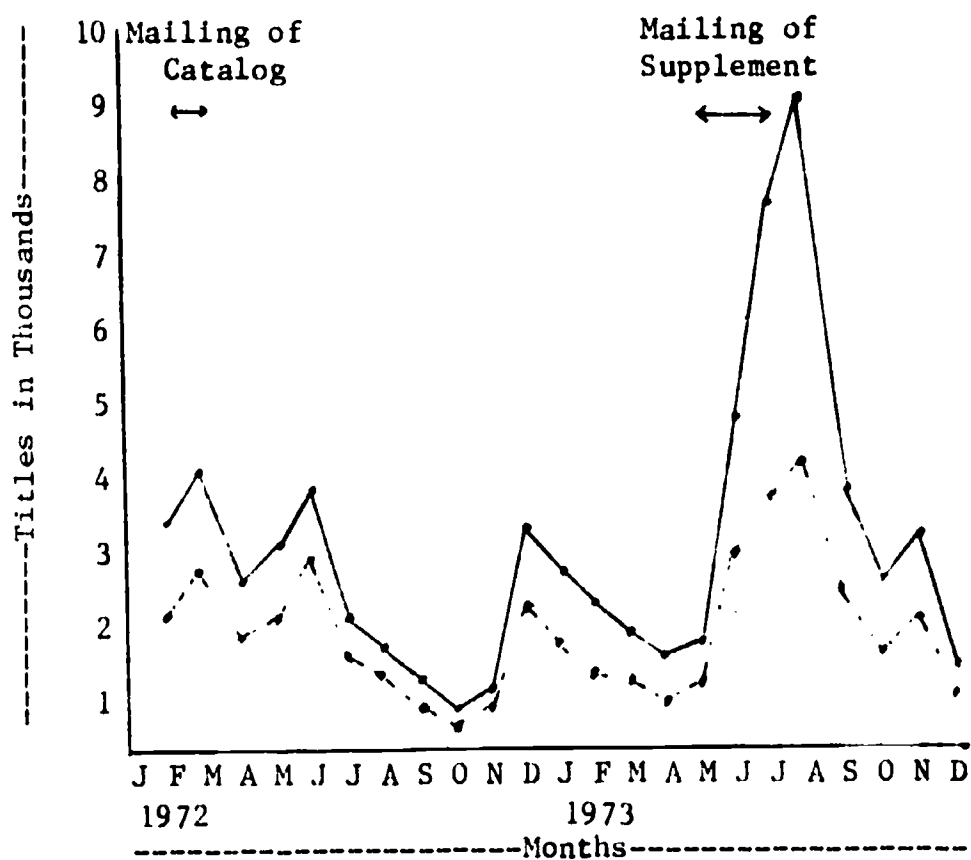
## BUR OAK MONTHLY STATISTICS



GRAPH 2

## CORN BELT MONTHLY STATISTICS

—— Titles requested  
 - - - - Titles sent

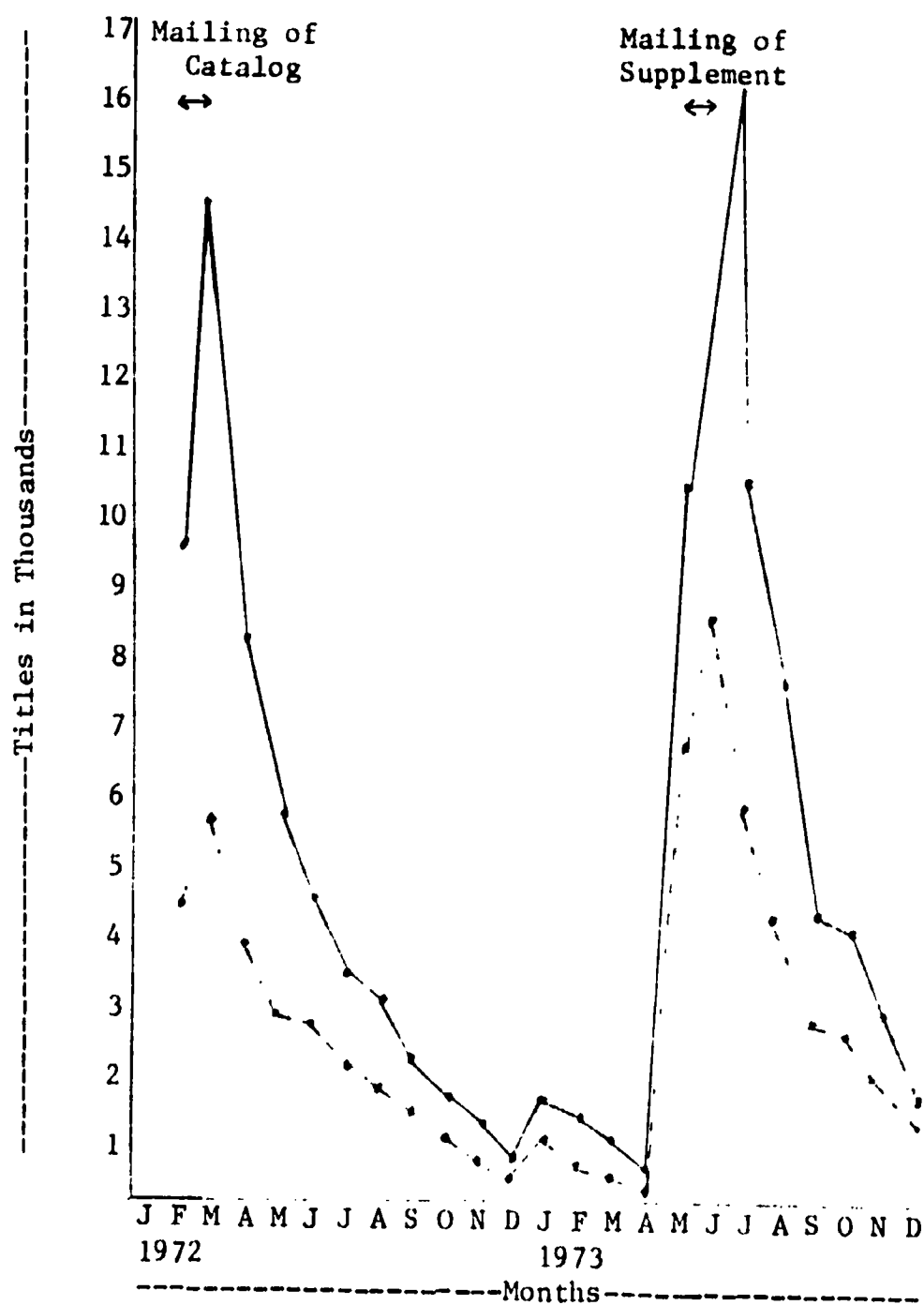




GRAPH 3

## ROLLING PRAIRIE MONTHLY STATISTICS

— Titles requested  
--- Titles sent



The pattern is not as strong for the other two library systems. It should be remembered that the distribution of the catalog by the Bur Oak System was over a six month period and that of the supplement over a four month period. Both Corn Belt and Rolling Prairie mailed their catalog in a one month period and the supplement in a one or two month period.

Corn Belt's volume of requests was never as high as that for the other two systems and their rate of requests filled was higher. The response to the user questionnaire indicated that the quick drop in requests after the mailing of the catalog and the supplement was due to patrons who had limited success in obtaining specific titles and as a result stopped using the service. This would suggest that it is essential to stagger the distribution of the catalog over a period of time and to have adequate copies of each title.

Also, to prevent the dramatic drops in requests more frequent distributions of catalog supplements are necessary to keep reader interests high. Because of the cost of producing a full-sized catalog, programs in other parts of the country used short lists of new titles added to the collection between the distributions of full-sized catalogs. These lists of new books were prepared continuously and different lists were sent to the various areas served to avoid an overwhelming demand for the same titles. This approach is suggested for future use, especially if the issuance of catalogs are widely spaced.

A comparison was made between the number of requests per title listed in the catalog which were accompanied by a picture and those which were not. The pictured titles were requested an average of 36.4 times per title while those not pictured were requested an average of 13.4 times per title. Only thirty-seven titles in the catalog were accompanied by pictures taken from the jacket of the books. Although minimal in number, the titles accompanied by pictures were fairly representative of the categories in the catalog. The high number of requests for titles accompanied by pictures indicates a need for more pictures in the catalog.

#### Types of Materials Requested

During the first year of the experimental program 7,495 individuals in the areas served by the library systems requested 170,535 titles or an average of 23 per person. To analyze the types of titles requested a 10 per cent random sample of all user request cards was drawn in the late spring of 1973. These cards represented the first year of service and served as one measure of adequacy of the collection. Each title requested on the sample of request cards was tallied whether or not the system was able to fill it.

Tables 4-6 show the categories of materials which were requested. These tables show the per cent of the total number of titles in the catalog which each category represents and the per cent of the total number of requests represented by each category.

Table 4 compares the data for two categories: adult titles and children's titles. While two-thirds of the titles listed in the BBM catalog were adult materials, approximately four-fifths of the requests received by the systems were for adult materials. The circulation of children's material was low when it is compared with public library circulation of these materials. Each year the LRC staff collects data on circulation and expenditures from a sample of public libraries in the U.S. serving communities with a population of 25,000 or more people. In 1972 the circulation of children's materials by these libraries in the sample represented 35 per cent of the total circulation and in 1973 34 per cent. Table 4 shows that the circulation of children's material was 10 per cent or more below those figures for all three library systems.

The low amount of use by children has been observed in BBM programs across the country. One can only speculate about the reasons for this. Perhaps children have access to books through their schools. The Corn Belt Library System, which distributed catalogs to schools, had a slightly higher percentage of requests for children's titles than the other systems. However, their requests are still far below the national average for public libraries. Another plausible reason may be that children do not like to select reading material by browsing through a catalog. Perhaps, special attention should be given to the design of that part of the

TABLE 4  
RELATIONSHIP OF THE REQUESTS FOR ADULT AND CHILDREN'S  
TITLES BY BOOKS BY MAIL PATRONS IN THE THREE  
ILLINOIS LIBRARY SYSTEMS

Categories	Percent of Total Titles Listed in Catalog	Percent of Requests			
		Bur Oak	Corn Belt	Rolling Prairie	Total
Adult	66.5%	79.1%	75.4%	80.5%	78.9%
Children	33.3	20.9	24.6	19.4	21.1
Total Number of Titles Re- quested		76,728	33,848	59,959	170,535

catalog which lists titles for children or a separate supplement be issued for children. A number of persons replying to the questionnaire suggested that the annotations for childrens materials list the age range for which the book is most suitable.

Table 5 showing the data on the children's titles leads one to conclude that a large portion of the titles requested for children were requested by adults. These data show that the titles which were most frequently requested fall into the category "very young". In this category were picture books, read aloud books, and others for children who had not yet reached the reading age. One can only assume that parents were selecting these titles.

Table 6 represents the data concerning the request for adult titles. In most instances the categories listed were those used in the catalog. In a few cases, several related categories were combined.

From the early studies on the sociology of reading we know that level of education has more influence upon reading than any other single factor. Also these studies reported that younger adults read more than older ones; upper middle income groups read more than lower income groups; and that women are more likely to read for recreation, while men read for professional and vocational reasons. Also, ascertained from these studies was that a high percentage of readers prefer fiction over non-fiction.

The data in Table 6 reflect the preference for fiction

TABLE 5  
PATTERN OF  
CHILDREN'S BOOK REQUESTS  
BY BOOKS BY MAIL PATRONS  
IN THE THREE ILLINOIS LIBRARY SYSTEMS

Categories <sup>1</sup>	Percent of Total Titles Listed in Catalog	Percent of Requests			
		Bur Oak	Corn Belt	Rolling Prairie	Total
Very Young	4.7%	6.4%	5.8%	5.7%	6.0%
Fiction-Juvenile	11.7	4.0	7.0	4.2	4.7
Mystery-Adventure	6.6	2.6	3.5	2.1	2.6
Girls Stories	6.7	4.8	5.1	4.8	4.9
Non-Fiction- Juvenile	1.1	1.5	1.6	1.0	1.3

<sup>1</sup> Some categories listed in the books-by-mail catalog were combined into one category for this analysis.

TABLE 6  
PATTERN OF  
ADULT BOOK REQUESTS  
BY BOOKS BY MAIL PATRONS IN THE  
THREE ILLINOIS LIBRARY SYSTEMS

Categories <sup>1</sup>	Percent of Total Titles Listed in Catalog	Percent of Requests			
		Bur Oak	Corn Belt	Rolling Prairie	Total
General Fiction	15.7%	21.7%	18.8%	21.8%	21.2%
Historical Novels	3.6	6.2	4.8	8.0	6.5
Romance, Gothic	3.9	9.3	8.4	11.9	10.0
Mysteries, Suspense	4.7	10.6	8.7	9.6	9.9
Westerns	3.1	1.4	2.0	2.7	2.0
Science Fiction	3.5	2.9	3.0	1.9	2.6
Adventure	2.8	2.4	2.3	2.6	2.5
People & Places	4.4	4.5	3.3	3.2	3.8
Issues & Ideas	4.2	2.8	3.4	2.4	2.8
Misc. Non-Fiction <sup>2</sup>	5.6	7.8	9.1	7.4	7.9
History	1.7	.4	.7	.3	.5
Nature	1.5	.7	1.0	.7	.8
Sports	5.2	2.6	3.1	2.5	2.7
Humor	4.4	5.0	5.7	4.2	4.9
Other <sup>3</sup>	2.2	.9	1.0	1.3	1.0

<sup>1</sup> Some categories listed in the books-by-mail catalog were combined into one category for this analysis.

<sup>2</sup> Includes: child care, hobbies, crafts, cookbooks, interior decoration, antiques, etc.

<sup>3</sup> Includes: poetry and religion.



among the adult BBM patrons. While the first four categories in the table comprise 27.9 per cent of the titles in the catalog, they accounted for 47.6 per cent of the titles requested. The per cent of requests was higher than the percentage of titles in the catalog for only two other categories: miscellaneous non-fiction and humor. The former category included books on child care, cookbooks, interior decoration, antiques, hobbies, crafts, etc. Comparing the patterns which are shown in Table 6 with the results of the reading studies, one concludes that the majority of persons using the BBM service were women. The categories of titles which one would expect to appeal to male borrowers (Westerns, Science Fiction, People and Places, Issues and Ideas, History, Sports) had a lower percentage of requests than the percentage of titles listed in the catalog.

In the fall of 1973 questionnaires were sent to an 8 per cent random sample of the books by mail patrons in all three systems. Eighty-four per cent of the questionnaires were returned. In all three systems the majority of the respondents were satisfied with the collection available to them (Bur Oak 75.7%, Corn Belt 74.2%, and Rolling Prairie 76.3%). Patrons who were not satisfied were asked to suggest areas of the collection which needed additional titles.

Table 7 shows the results of the response to this question. Subject areas which were suggested by less than five people are not included in the table. With the largest number of

TABLE 7  
TYPES OF BOOKS SUGGESTED BY  
BOOKS BY MAIL PATRONS

Number of Times Suggested				
5-6	7-9	10-14	15-20	Over 21
Antiques Classics General fiction History *Magazines Travel	Art and art history How-to-do it, home main- tenance *Medical books Mysteries Religious books Sports	Biographies Gothic, romance *Reference books Science fiction	Crafts, home decorating	Current fiction Best sellers

\* These types of materials not in original catalog.

requests being for more current fiction and best sellers, the table reaffirms the patrons interest in fiction. The second largest group of suggestions was for more titles on crafts and home decoration. There were some suggestions to include reference books, medical books and magazines in the BBM collection, but these did not have high priority among the patrons. These three types of materials were not included in the original collection.

It should be remembered that this questionnaire went only to individuals who had used the service at least one time. Since a random sample of all patrons was used, the individuals who used the service once and found it unsatisfactory as well as the individual who used it a number of times are all included in the sample. There was no input from persons who did not use the service.

### Conclusions

From these data on circulation one begins to develop a profile of the average BBM patron within the three Illinois library systems. The patron tends to be a woman who is interested in recreational reading and how-to-do-it type books. She is also interested in exposing her young children to books.

Among the factors which contributed to the popularity of specific titles were:

- 1) If a title fell into the category of current fiction or best sellers,

- 2) If the annotation in the BBM catalog was accompanied by an illustration from the book cover, and
- 3) If a title was shown as a movie in the area.

Continued use of the service was related to the frequency of the BBM catalog distribution and the patrons' success in obtaining the titles they requested.

## Chapter IV

### Analysis of User Data

The request cards and the questionnaire sent to the 8 per cent sample of the books by mail (BBM) patrons were used to gather data about the users of the service. These were analyzed in terms of the number of users, geographical distribution of the users, and user characteristics.

#### Number of Users

Using the book request cards a file of BBM patrons was compiled for each system. The names of the users and other information was transferred to the file exactly as they appeared on the request card. Unfortunately, it is inaccurate to say that the total number of names in the file represent either the number of individuals or the number of families using the service. In some cases, it appeared that several members of a family ordered under one name. In other cases, the address indicated that each member of a family ordered separately. The rural addresses on the request cards made grouping by families impossible without a great deal of guessing. This situation is comparable to circulation records of a public library which represent the people checking out material, not the people wanting or using the materials. Families check out materials on a single card or on individual cards for each member of the family.

Therefore, the data in Table 8 represent the number of persons requesting materials from the beginning of the project

TABLE 8

NUMBER OF PERSONS REQUESTING BOOKS BY MAIL  
IN THE THREE ILLINOIS LIBRARY SYSTEMS  
FEBRUARY 1972 - DECEMBER 1973

	Bur Oak	Corn Belt	Rolling Prairie
Total number of un-served in system area	130,345	51,774	151,294
Total number of book by mail users	5,394	3,621	4,841
Per cent of unserved** in system area	4.1%	6.9%	3.1%
Per cent of users who used service 3 or more times	40.7%	42.0%	38.3%
Per cent of users who used service 2 or less times	59.3%	58.0%	61.7%
Per cent of total users represented by Group I*	69.2%	59.1%	57.4%
Per cent of total users represented by Group II*	30.8%	40.9%	42.6%
Per cent of Group I users who used the service			
More than 3 times	47.1%	49.7%	41.8%
Two or less times	52.9%	50.3%	58.2%
Mean number of request cards per user	3.55	3.21	3.84
Mean number of titles requested per user	23.0	19.2	24.7

\* Group I represents users who began using the service with the original catalog and Group II those who began using the service with the supplement.

\*\*This percent is based on the assumption that the service went only to persons living in rural areas without library service. However, 2.9% of the use in the Rolling Prairie area was by urban residents and in the Bur Oak area it was 18.9%. Also, Corn Belt and Rolling Prairie distributed catalogs in areas with limited library service.

through December 31, 1973. The per cent of users of the service is low compared with the per cent of users reached by other rural books by mail programs. These programs indicated they were reaching 8-40 per cent of rural population in areas without library service. Only Corn Belt came near reaching the lowest percentage of this range.

As indicated by Table 8, more than half of the users in each system used the service two or less times. Each system picked up a substantial number of new users (Group II) with the distribution of the supplement. However, because of the short period between the supplement distribution and the end of the project, only a few of these persons used the service three or more times. When the users who used the service prior to the supplement distribution (Group I) are subdivided into heavy use and light use, one sees that less than 50 percent used the service three or more times.

Table 8 also indicates the mean number of request cards received from each user and the mean number of titles requested per user. If one considers only those individuals who requested material three or more times, Bur Oak received a mean of 6.6 cards per user, Corn Belt 5.6 cards per user and Rolling Prairie 7.6 cards per user from this group during the duration of the project. The mean number of titles requested for all users during the duration of the project was 22 or approximately one a month per user.

### Geographical Distribution of the Users

Since one of the objectives of the books by mail programs was "to encourage the formation of district libraries in areas without tax-supported libraries", it is necessary to consider the geographical distribution of the patrons. Areas where only a small number of persons used the service would be less likely to support district libraries than areas where a large number of individuals were introduced to library service through BBM.

Table 9 shows the results of the tabulation of the geographical distribution of the users. To tabulate the data, the post office address of the patron was used. Therefore in Table 9 the term, "community", refers to the post office address used by the patrons regardless of whether they lived in a rural or urban area.

In Table 9 the total number of users for the Bur Oak System is slightly less than shown in Table 8. When the patrons' records were arranged by post office address, six out-of-state post office addresses were found for this system. These were excluded from the tabulation for geographical distribution. Included among the post office addresses in this system were six addresses for three communities in which member libraries of another library system are located. These three communities were included upon the possibility that the patron lived in an outlying rural area which might have been within the Bur Oak system area.



TABLE 9  
GEOGRAPHICAL DISTRIBUTION OF  
BOOKS BY MAIL USERS

	Bur Oak	Corn Belt	Rolling Prairie
Total number of books by mail users.	5,388	3,621	4,841
Total number of communities represented.	81	82	130
Range in number of users per community.	1-1028	1-217	1-235
Mean number of users per community.	66.51	44.15	37.23
Median number of users per community.	15	24	23
Per cent of communities with less than 10 users.	46%	40%	36%
Per cent of communities with only 1 user.	20%	16%	15%

The data in Table 9 indicate that the patrons of the BBM service were distributed over a rather wide geographical area with few clusters to form a nucleus to push for the development of library service. The range in the number of users per community differed widely between the Bur Oak System and the other two systems. In each system there was a direct relationship between the size of the community and the number of users; the larger the community the larger the number of BBM patrons from that community. All the communities represented by more than 200 users had populations of over 2,000 people.

The addresses of patrons in communities of over 5,000 population were analyzed in detail to determine the per cent of the users who were urban residents and the per cent who were rural residents. This involved only three communities in the Bur Oak System and two in the Rolling Prairie System. The Corn Belt System provided no BBM service to patrons in communities of that size.

In the Rolling Prairie System 242 patrons gave Decatur addresses, and 210 gave Springfield addresses. A breakdown of these addresses into rural and urban address shows that 23.8 per cent of the Decatur addresses represented urban residents and 40.2 per cent of the Springfield addresses represented urban residents. However, when the number of urban patrons in these two communities is compared with the total number of books by mail patrons in the system, it represents only 2.9 per cent of the total group.

In the Bur Oak System the pattern of BBM use by urban

residents was different. In Morris the use by urban residents represented 12 per cent of the total patrons in that community; in Kankakee they represented 17 per cent of the total number of patrons, but in Joliet they represented 86 per cent of the total number of patrons from the community. The urban resident patrons from the Joliet area represent 16.48 per cent of the total number of patrons of the BBM service in the system. The urban resident patrons in the three communities represent 18.9 per cent of the total use of the service in that system.

The high percentage of use of the BBM service by urban residents in the Bur Oak System tends to distort the interpretation of the mean number of users per community. Therefore the median number of users per community is a more meaningful figure to determine geographical distribution of users in the three systems. Fifty per cent of the communities in the Bur Oak system had 15 or less patrons, in the Corn Belt System 24 or less patrons, and in the Rolling Prairie System 23 or less patrons per community. The per cent of communities in all three systems with 10 or fewer users ranged from slightly more than one-third to just under one-half and the per cent of communities represented by one user ranged from 15-20 per cent in the three systems. Therefore, the geographical distribution of BBM patrons outside urban area were widely scattered.

#### Characteristics of Books by Mail Patrons

Questionnaires were sent in the fall of 1973 to an 8 per cent

random sample of patrons in the three systems to gather information about the users, about their reaction to the service, and about their use of other library services. There was slight variation in the questionnaires used for each system depending upon the requests of the system director. The mailings were staggered according to the mailings of the catalog supplement. Users in each system had use of the supplement for at least two months before receiving the questionnaire.

Table 10 indicates the response to the questionnaire. The 8 per cent sample of users was taken from the file containing the names of all users, whether they used the service only once, became users after the distribution of the catalog supplement, or used the service continuously from its beginning.

TABLE 10  
RESPONSE TO QUESTIONNAIRE BY BOOKS BY MAIL USERS

	Bur Oak	Corn Belt	Rolling Prairie
Date of Distribution	Nov. 1, 1973	Oct. 14, 1973	Sept. 14, 1973
Number sent	423	266	360
Per cent of responses	82%	86%	84%
Number of respondents	347	229	303
Number of usable responses	333	225	300

Table 11 shows the data on the characteristics of the BBM patrons from the questionnaire response. These data show a profile of the average patron similar to the one demonstrated by the data from the analysis of titles requested (Table 6). The average patron is a woman between the ages of 20 and 49

TABLE 11  
CHARACTERISTICS OF THE BOOKS BY MAIL USERS IN  
THE THREE LIBRARY SYSTEMS

Characteristics	Bur Oak	Corn Belt	Rolling Prairie
Number of usable responses	333	225	300
<u>Sex</u>			
Male	18.3%	18.2%	20.1%
Female	81.7	81.8	79.9
<u>Age</u>			
Under 9	1.2%	.8%	1.0%
10 - 19	23.5	26.2	29.7
20 - 29	25.0	24.9	18.0
30 - 49	38.0	30.7	28.3
50 - 64	8.4	11.6	16.0
65 +	3.9	5.8	7.0
<u>Education (Adults Only)</u>			
8th grade or less	3.8%	3.5%	4.7%
Some high school	11.0	6.9	8.9
High school graduation	39.2	41.0	44.1
Some college	29.6	26.0	24.9
College graduation	11.8	15.1	9.4
Graduate/professional	4.6	7.5	8.4
<u>Occupations</u>			
Housewife	42.3%	36.5%	45.5%
Student	26.3	25.2	31.9
Retired	4.8	5.0	3.5
Professional	6.6	8.6	6.6
Sales & restaurant personnel	2.8	5.1	2.7
Secretarial & clerical	2.3	4.4	2.5
Labor & service personnel	8.5	9.1	4.2
Miscellaneous	6.3	6.2	3.1
Total percentage employed	26.5%	33.4%	19.1%

years of age, with an above average education, and who is not employed outside the home.

Unfortunately, it is not possible to give an accurate picture of the "under 9" age group from the data in Table 11. Only a few of the respondents to the questionnaire were in this age range. A number of older respondents wrote that they were answering for their small children as well as themselves. Since approximately one-fifth of the total number of titles requested were for children's materials (Table 4) and there was evidence that many of these requests were from adults, one can only assume the number of users in the total "under 9" group was small.

Comparing the 65+ age group with the 1970 Census data one finds that the BBM programs reached about one-half of the population in that age group. According to the census data the 65+ age comprised 8.2 per cent of the total population in the Bur Oak System area, 11.2 per cent in the Corn Belt System and 12.2 per cent in the Rolling Prairie System. Since copies of the BBM catalogs were distributed to home bound individuals, nursing homes, and hospitals, one would expect to find a higher percentage of patrons in the over 65 and retired categories than is shown in Table 11.

The highest percentages of users fell within the three age groups from 10 through 49 years of age. Patrons between those ages accounted for over three-fourths of the total number of patrons in each system.

In each system the BBM patrons had a substantially higher educational level than the general populace. Table 12 compares the educational level of the adult patrons with the data given in the 1970 U.S. Census. One can see that there is at least a 30 per cent discrepancy between persons in the general populace with at least a high school education and the books by mail patrons.

TABLE 12

COMPARISON OF EDUCATIONAL LEVEL OF ADULTS IN  
GENERAL POPULACE AND AMONG BOOKS BY MAIL PATRONS

Educational Level of High School Graduation or More	Bur Oak	Corn Belt	Rolling Prairie
1970 U.S. Census	52.2%	57.6%	52.5%
Books by Mail Patrons	85.2%	89.5%	86.3%

The single largest group of persons using the service in all three systems were housewives. If the total percentage of employed is used, they represent the second largest group in the Bur Oak and Corn Belt systems. The student group is the second largest group in the Rolling Prairie System. This correlates with the high percentage of patrons in the 10-19 age range for that system.

For each occupational category listed in Table 11 there was a wide range of occupations listed by the questionnaire respondents. For the most part no one occupation was listed by more than three people. The exception to this pat-

tern is the professional category. The largest single professional group was teachers and the second largest, nurses. The remainder were spread over a wide range of professions.

#### Patrons Use of Existing Library Service

It will be remembered that one of the objectives of the BBM programs was to reach people unserved by libraries. In the Corn Belt and Rolling Prairie systems this objective was expanded to include persons with limited access to library service because of physical handicaps, distance from library facilities, inconvenience of library hours, or lack of knowledge of existing services. Table 13 indicates that a mean of 37.2 per cent of the questionnaire respondents were registered borrowers prior to the beginning of the BBM project. It also indicates that a mean of 6.8 per cent of the patrons became registered library borrowers after the beginning of the project. From these data, one concludes that the service was reaching a fairly high proportion of users who were already library users. This is particularly true in the Corn Belt System since catalogs were distributed in communities where the libraries were only open a few hours a week.

The questionnaire respondents were asked to indicate the distance between their homes and the nearest public library. Also those who did not use the public library were asked the reason for not doing so. The data from these questions are found in Table 14. In the Rolling Prairie System 71.5 per cent of the patrons lived six or more miles from the nearest public



TABLE 13

LIBRARY USE BY BOOKS BY MAIL PATRONS  
IN THE THREE LIBRARY SYSTEMS

	Bur Oak	Corn Belt	Rolling Prairie
Number of usable responses	333	225	300
Per cent of:			
Registered borrowers	33.9%	53.3%	44.3%
Registered borrowers prior to books by mail program	28.4%	46.2%	36.5%
Borrowers registered after beginning of books by mail program	5.5%	7.1%	7.8%
Frequency of library use prior to books by mail			
12 + times annually	20.4%	25.3%	17.9%
7 - 11 times annually	6.4	8.1	6.0
4 - 6 times annually	6.4	12.7	9.8
1 - 3 times annually	26.8	28.1	27.4
Never	39.9	25.8	38.9
Per cent who used library after beginning of books by mail program.	30.0%	46.2%	38.0%

TABLE 14

FACTORS RELATING TO NON-LIBRARY USE AMONG  
BOOKS BY MAIL PATRONS

	Bur Oak	Corn Belt	Rolling Prairie
<u>Miles to nearest public library:</u>			
0 - 5	40.7%	53.9%	28.5%
6 - 10	33.2	27.2	37.8
11 - 20	21.5	16.6	30.2
21 - 30	3.4	1.4	3.5
31 +	1.2	.9	0.0
<u>*Reasons for not using local public library:</u>			
Distance too great.	20.3%	18.1%	19.7%
Lack of transportation.	17.3	13.3	17.1
Have physical handicap.	0.9	3.0	2.6
Inadequate library hours.	9.2	16.3	14.9
Non-resident fee too high.	32.2	11.4	19.7
No books of interest.	3.3	12.6	5.9
Convenience of books by mail service.	1.9	5.4	4.1
Other	14.9	19.9	16.0

\*Answered only by respondents who were not registered borrowers at a public library.

library, in the Bur Oak System 59.3 per cent lived that distance from the library, and in the Corn Belt System 46.1 per cent. If one disregards the miscellaneous category of "other" under reasons for not using the public library, distance from the library was the single most important factor for non-use in the Corn Belt System. In the Rolling Prairie both distance and a high non-resident fee were the important factors, while in the Bur Oak System distance was second to the high non-resident fee.

The range in non-residents fees among the member libraries in the Bur Oak System is from \$5.00-\$15.00 with a mean of \$11.23 for all member libraries. It is much lower in the Rolling Prairie and Corn Belt systems. The range in fees for the former is \$0.00-\$20.00 with a mean of \$3.91 and in the latter the range is \$0.00-\$5.00 with a mean of \$2.50.

Surprisingly, the convenience of BBM service was listed as a factor in non-library use by a very small percentage of the patrons in all three systems.

#### Attitude Toward Library Service

The responses to a series of the questions reflect the BBM patron's attitude toward library service. The data for these questions are shown in Table 15. It should be kept in mind that the per cents for all but the last categories represent the total sample. The percentages are higher when one considers only the non-registered patron and those living in rural areas without library service.

TABLE 15

ATTITUDE OF BOOKS BY MAIL PATRONS TOWARD  
LIBRARY SERVICE

	Bur Oak	Corn Belt		Rolling Prairie	
Interested in becoming registered borrowers:					
To continue receiving books by mail	44%	40%		43%	
To use public library		28%		32%	
Interested in library development in their area	31%	19%		34%	
Interested in bookmobile service	64%	39%		*	
Willingness to pay annual fee for continuation of books by mail	*	All Users	Heavy Users	All Users	Heavy Users
\$0.00		32.9%	26.6%	39.9%	33.2%
.25 - 1.00		23.3	25.9	19.2	21.6
1.01 - 2.00		19.5	21.5	12.9	14.2
2.01 - 3.00		10.5	10.1	13.6	14.2
3.01 - 6.00		11.0	12.0	10.8	11.6
6.01 - 9.00		.5	.6	1.0	2.1
9.01 - 12.00		2.4	3.2	2.1	2.6
12.01 +		0.0	0.0	.3	.5

\*Questions pertaining to these items were not asked in these systems.

For all three systems, a mean of 69 per cent of the persons who were not registered borrowers expressed a willingness to obtain a library card to continue using the BBM service and the local public library. For the Corn Belt and Rolling Prairie systems the question was asked in two parts. The data from each part show the same pattern as that of the response from the total sample. More patrons were willing to become registered borrowers to use the BBM service than to use the local public library. A mean for the two systems of 82 per cent of the non-registered borrowers wanted cards to continue use of BBM, while a mean of 60 per cent wanted cards to use the local library.

Users were asked whether they were interested in the development of library services either by the creation of a library district or by joining of an existing library district. Twenty-eight per cent of the total sample answered "yes" to this question. However, 38 per cent of those who lived in areas without library service answered affirmatively. An analysis of the geographical distribution of these responses showed no concentration of individuals in any one area.

Most distressing is the amount the sample group of patrons was willing to pay annually for the continuation of the BBM programs. This information was requested on the questionnaire which was sent to the sample in two systems. The third system requested that the question not be asked on the questionnaire that went to their patrons. In the Corn Belt and Rolling Prairie systems less than half of the BBM patrons were

willing to pay more than a \$1.00 annual fee to continue the service.

A comparison was made between the amount heavy users (those who requested materials three or more times) and all users were willing to pay for the service. The pattern was still the same, less than half of the heavy users were willing to pay more than \$1.00 annually to continue the service.

### Conclusions

The data in this chapter verify the findings of Chapter III concerning the profile of the average BBM patron in the three library systems. They also complete the profile of the average patron. One can now say that the average patron of the BBM service is a housewife not employed outside of the home. This patron is between 20 and 49 years of age and has attained a higher level of education than the average adult living in the area.

Although one of the purposes of the experimental programs was to encourage the use of libraries and the development of new library districts, these data do not show that the program accomplished this purpose. Less than 5 per cent the total rural population without library service used the BBM service. Only 40 per cent of the total number of patrons used the service three or more times. For the most part, the BBM programs reached a high percentage of persons who were registered library patrons prior to the establishment of the programs. Only a mean of 6.8 per cent of the BBM patrons reported registering at the local public library after the beginning of the service.

Among the patrons living in the unserved rural areas there was no large concentration of users to form a nucleus for library development. Furthermore, the total group sampled was not willing to pay an annual fee large enough to support any type of a library program, not even BBM service.

## Chapter V

### Cost Analysis of the Books by Mail Service

The search for comparable cost data among the libraries across the United States with BBM programs was fruitless. There were no standard cost data kept by the libraries. Table 16 shows the cost per circulation of the various BBM programs and indicates the data which were used in the calculation of the cost.

In the categories of salaries and miscellany there were large discrepancies in the items included. Some libraries considered the salaries of clerical employees only and other libraries included both clerical and professional salaries. Still others did not include the salaries of employees working on the BBM programs in the calculation of the cost per circulation. The librarians cited the difficulty in estimating the amount of time both professional and clerical staff spent on BBM services as the reason for not including total salary figures.

Under the column, "Miscellany", a wide variety of items is included: rental of space, rental or purchase of equipment, utilities, depreciation, staff travel, transportation, telephone, book processing, and book loss. As one sees from Table 16, the majority of BBM programs did not include any of these items in their cost figures.

There were other more subtle variations in the cost data.



TABLE 16

## FACTORS INCLUDED IN THE CALCULATION OF COST PER CIRCULATION

Library	Cost per title Circulated	Factors Considered in Compiling Cost						
		Printing	Catalogs	Book	Jiffy	Supplies	Advertising	Misc.
Bur Oak Library	\$ .51	X	X	X	X	X	X	X
System (Illinois)								
Corn Belt Library	.74	X	X	X	X	X	X	X
System (Illinois)								
Evansville Public	3.60	X	X	X	X	X	X	X
Library (Indiana)								
Dodge County Public	.60	X	X	Used regular collection	X			
Library (Wisconsin)								
Grand Forks Public	.45	X	X	X	X			X
Library (North Dakota)								
Mail-a-Book Service*								
(American Paper- back Services)	.35	X	X	X	X	X	X	
Mail Order Delivery								
Library Services	.61	X	X	X		X	X	X
(Pennsylvania)								
Manitowoc County	.63	X	X	X		X		
Library System								
(Wisconsin)								
North Central Region- nal Library	.73	X		X		X	X	X
(Washington)								
Rolling Prairie Library	.56	X	X	X		X	X	X
System (Illinois)								
South Central Kansas	.66	X	X	X				
Library System								
Vermont State	.44			X				
Library-Operation								
Book Fetch	.73	X		X	X	X	X	X
Wyoming County								
Library System								
(New York)								

\*Commercial Service

Some of the libraries paid postage for both the delivery and return of the books; others paid for delivery only, and still others required the patron to pay postage both ways. Some libraries processed the books in the BBM collection and others did not. While these differences in cost data contribute to slight variations in the cost of BBM service they are not the major factors.

At the Books By Mail Conference in Las Vegas on June 23, 1973 the participants agreed that salaries are the single largest factor in the cost of BBM service. The development of a separate paperback collection is the second largest factor, and the preparation and distribution of the catalog is the third.<sup>1</sup> Therefore any analysis of the costs of BBM services which does not include accurate figures for these items is unrealistic.

One can see from Table 17 that salaries, collections, and the printing of the BBM catalog and its supplement account for 75 per cent of the cost of the service in the three Illinois programs. The combined cost of catalog printing and distribution is higher than the cost of books in two systems. One suspects that if the postage for the distribution of the

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<sup>1</sup>Books By Mail Service A Conference Report, edited by Choong H. Kim and Irwin M. Sexton. Terre Haute, Indiana: Department of Library Science, Indiana State University, 1974. p. i-ii.

TABLE 17

SUMMARY OF COSTS OF BOOKS BY MAIL SERVICE  
IN THE ILLINOIS LIBRARY SYSTEMS

Costs:	Bur Oak	Corn Belt	Rolling Prairie
Advertising	---	422.66	307.23
Books	\$10,894.89	6,575.98	10,178.11
Catalog-printing	10,738.21	9,270.55	7,685.11
Catalog-distribution	287.19*	2,118.03	1,042.03*
Supplies	1,524.79	2,299.96	3,125.37
Postage	4,899.18	4,858.75	3,974.66
Salaries-clerical	<u>10,759.53</u>	<u>7,879.55</u>	<u>11,871.13</u>
Subtotal	\$39,103.79	\$33,425.39	\$38,183.64
Salaries-estimated professional.	9,069.77	3,000.00	---
Total	\$48,173.56	\$36,425.39	---
Number of books circulated	76,000	45,267	68,542
Cost per circulation based on			
Sub-total	\$ .51	\$ .74	\$ .56
Total	\$ .63	\$ .81	---
Number of patrons.	5,394	3,621	4,841
Cost per patron based on sub-total; for 1st year	\$ 7.53	\$ 10.20	\$ 7.23
Mean cost per year for two year period	7.25	9.23	7.89

\*This represents the cost of distribution of the original catalog only. Cost of the distribution of the supplement was included under postage.

supplement had been included under this category in the Bur Oak and Rolling Prairie costs this would have been true in all three systems.

Replacement of titles due to lost or damaged copies was a small factor in the total book costs. The Bur Oak Library System determined their loss rate to be 6.6 per cent of their total circulation. They also determined that the mean number of circulations per copy was 7.4 before the book had to be replaced. The range was from 2 to 20 circulations per copy. Paperbacks issued by certain publishers were found to be more durable than those issued by others. Librarians with BBM programs agreed that book loss and damage for this type of book distribution was no higher than for other means of distribution.

The salaries used for the computation of the cost per circulation in the three Illinois Library systems is based on salaries for clerical help only. Two systems, Bur Oak and Corn Belt, estimated the salary equivalent for the professional time which was spent on the project. When these estimates are considered as a part of the total cost the cost per circulation in the Bur Oak System is raised to \$.63 and in the Corn Belt System to \$.81.

The LRC staff also calculated the cost per user. No comparable data from other programs was found for this cost figure. Table 17 shows that the cost per user ranged from \$7.25 in the Bur Oak System to \$9.23 in the Corn Belt System

with a mean of \$8.12 for all three systems. When one compares this cost per user with the mean non-resident fee in each system (Table 18) one sees that the cost of the service per user is much higher than the mean non-resident

TABLE 18  
COMPARISON OF PER USER BBM SERVICE COST  
WITH MEAN NON-RESIDENT FEE IN EACH  
SYSTEM

System	Mean User Cost Per Year	Mean Non-Resident Fee Annual
Bur Oak	\$7.25	\$11.23
Corn Belt	9.23	2.50
Rolling Prairie	7.89	3.91

fee in the Corn Belt and Rolling Prairie Library Systems. Again, one suspects that if complete salary figures had been included in the costs, per user costs would have been even higher. Possibly, they would have been higher than mean non-resident fee in all three systems. This leads one to conclude that the payment of the equivalent of non-resident fees by BBM patrons would not cover the cost of the service. It would be necessary for the systems to continue to subsidize such programs. One should also remember that annual amount the BBM patrons were willing to pay for this service was lower than the non-resident fees.

## Chapter VI

### Conclusions and Recommendations

#### General Conclusions

The reactions of the administrators whose libraries have books by mail (BBM) programs is generally positive. Seldom does one find any negative comments. The major reactions are:

BBM services are successful outreach programs which introduce large numbers of non-users to the library.

BBM programs increase circulation of the local public library.

BBM programs produce better public relations than other types of programs.

BBM programs promote the development of library service within a previously unserved area.

Either the three programs in Illinois were atypical or other programs across the country have not been carefully evaluated. The data from the Illinois evaluation does not fully support any of these reactions.

In the three Illinois library systems the BBM service was used by only a small percentage of the population (Table 8). A mean of 37 per cent of these users were registered borrowers at a local library prior to the establishment of the service (Table 13). A mean of 6.8 per cent of

the BBM patrons became registered borrowers after the establishment of the service, while a mean of 38 per cent used the local libraries after the beginning of the service. This latter per cent is comparable to the mean per cent of patrons who were registered borrowers prior to the establishment of the BBM programs. Therefore, one can not conclude that the BBM service in the three Illinois library systems either introduced service to a large number of non-users or increased the use of the local public library to any degree.

In addition to the fact that only a small percentage of the population used the service, only 40 per cent of total users used it three or more times in the two year period. Each user of the service requested materials a mean of 3.53 times; and requested a mean of 6.3 titles each time. The patrons cited their inability to get the titles they requested as a reason for not continuing to use the BBM service. The three systems filled a mean of 61.3 per cent of the requests they received (Table 3). This plus the long lag between the distribution of the catalog and the supplement resulted in poor public relations. Although the systems received many letters complementing them on the service, over 50 per cent of the sample of patrons in the Corn Belt and Rolling Prairie systems were not willing to pay more than \$1.00 annually to continue to receive the service (Table 15).

The patron reached by the BBM service was similar to the average public library patron. The average patron was

a woman between the ages of 20 and 49 years of age with an above average education who was not employed outside the home. This patron was interested in recreational reading, fiction and how-to-do-it type titles. The amount of use of the service by children was lower than one finds in the average public library. Since this is a general conclusion reached by all BBM programs, libraries should either not attempt to serve children in this way or should attempt to make this type of service more attractive to children.

While it is true that the BBM programs did reach persons living in areas without library service, these people were few compared with the total population and were rather widely scattered. Therefore, there was little chance that they would form into groups to push for library development.

More objective evaluations are needed of other BBM programs to determine if similar results will be found.

#### Degree to Which the Illinois Systems Met Their Stated Objectives

The objectives of the experimental BBM programs in Illinois were threefold. The first was to reach people living in areas without tax supported library service. One can say that this objective was an outgrowth of the establishment of library systems in Illinois. Library systems were established in Illinois during the 1960's to improve library service and improve access to library service. When the experimental BBM programs were started in the three systems



one-third of the population in each system area was not served by tax supported libraries. Therefore, the BBM programs were an attempt to correct this situation. The systems were only partially successful in meeting this objective. They reached a small percentage of the population and one-third of that percentage were already registered library patrons.

The second objective of the programs was to stimulate the use of existing library facilities. It was assumed that once exposed to library service, the BBM patrons would become registered borrowers at local libraries. Again, the data showed that, only a small percentage registered at the local library after the establishment of the BBM programs. The BBM patrons, who were not registered borrowers, cited the amount of the non-resident fee, the distance to the public library, lack of transportation and inadequate library hours as their major reasons for not using the nearest public library. There is little evidence in the data that the BBM programs stimulated the use of existing library facilities.

The third objective of the programs was to encourage the formation of district libraries. There is no evidence that this objective was achieved.

According to these objectives, the experimental programs were aimed at persons in areas without tax supported library service. The purpose was to provide these citizens with access to

library service, to stimulate their use of existing library services and to promote the formation of district libraries. However, many of the patrons lived in areas with library service and were registered library patrons prior to the establishment of the three programs. One questions the inclusion of the latter group of patrons in light of the objectives.

### Recommendations

These recommendations center around the problem areas of the three experimental BBM programs in Illinois.

Any library which has a BBM program or is planning a program must be aware of the need to anticipate high demand for certain titles and to eliminate the lag time between the distribution of the catalog and its supplements. Both of these factors can lead to the loss of users.

To objectively evaluate the programs complete and accurate data must be kept on all phases of the program, especially cost data. Without the latter, the actual cost of the programs can not be determined or compared with the costs of other programs.

The data from this evaluation would have been much more conclusive, if the programs had been limited to persons in areas without library service. Therefore it is recommended that programs be started with a well defined segment of the population, and that other segments not be added until the first is fully evaluated.

Lastly, the objectives of the program should be realistic

and the input and processes of the programs should relate to those objectives.

The authors do not believe that BBM programs should be abandoned on the basis of this report. However, they do feel that these programs be considered as one means of providing access to library services and materials. As in the case of other library services, librarians should consider the cost of the service in terms of the number of people it reaches and in comparison with the cost of other services. Each librarian must then use his or her own judgment about the priority of service.

## Appendix A

Applications from the Three  
Systems to the Illinois State  
Library for Funds to Develop  
Books by Mail Service

# Bur Oak Library System

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150 N. OTTAWA ST./JOLIET, ILL. 60431  
Telephone 815 - 722-5321  
Charles De Young, Director

November 9, 1970

TO: ILLINOIS STATE LIBRARY ADVISORY COMMITTEE

FROM: BUR OAK LIBRARY SYSTEM

RE: APPLICATION FOR LSCA FUNDS TO HELP TO FINANCE "BOOKS BY MAIL"

Purpose: It is the purpose of this proposal to request financial help through available Library Services & Construction Act Funds to help to pay for at least one half of the cost for this proposed two year project.

The Bur Oak Library System proposes joining with the Corn Belt, Rolling Prairies, and Starved Rock Library Systems in an attempt to reach people who are currently unserved by public libraries through an experimental "Books By Mail" project...(this means families without their own local community library)

It is believed that such a program would publicize library service in Illinois in a new and interesting way and would stimulate use of existing local libraries and encourage communities not taxing for library service to organize into district libraries. By publicizing library services, including those offered to member libraries by Systems, it might also stimulate non-member libraries to join Library Systems.

Basis For Plans: The basic idea for this program along with many of the cost estimates and procedural details are based upon an experimental Mail Order Library Service Project sponsored by the North Central Regional Library of Washington State. This eighteen month project was financed by an LSCA grant of \$67,131 and was initially introduced to 4800 families in one rural county. During the test year 42,170 books were circulated at a cost per circulation figure of \$.73. Circulation in the county's only community offering library service increased 21% during the test period.

## Projected Plan For Bur Oak Library System:

### 1. Basic Mail Order Catalog

We have been assured that it will be possible to contract with the North Central Regional Library of Wenatchee, Washington for the use of their basic book selection (2000 titles), annotations, and catalog format. Assuming a joint order from the four Illinois Systems involved in this project, it is estimated that the catalog could be produced for \$.10 per copy.

Since each System would have slightly different ordering procedures and publicity information, it is assumed that each System would produce its own "Information sheet" to go along with each catalog. It is estimated that BOLS would need 15,000 copies of the catalog to send to each unserved family, in the Bur Oak area.

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2. Promotion:

A bid has been received to the participating four systems from a Mailing Service located in the area to handle the cost of mailing at \$11.00 per thousand plus postage. It is proposed that this Mailing Service handle the initial mailing of the catalog to all of the estimated 15,000 families in the non-library areas of this System.

3. Collection:

It is estimated that the Bur Oak Library System would require FIVE copies of each of the 2000 titles in the catalog. One complete set of titles would be kept available at Bur Oak headquarters for 4 week loan to patrons of member libraries so that those supporting existing facilities would have access to the same books that are offered by mail.

During the second year of the project, it is estimated that an additional 600 volumes would be required to replace lost copies and to add additional stock of popular titles.

Assuming that the volumes would be paperbacks and that the four library systems would order books on a joint order, it is estimated that the average cost per volume would be \$1.00.

4. Time Period:

Allowing six months to order books, catalogs and supplies, a twelve month period for actual "Books by Mail" service, and a six month period for follow-up, and evaluation it is requested that funds be granted for a two year period.

5. People Served:

No statistics exist for estimating the volume of response which might be expected from a project of this sort. However an estimate of receiving 3,750 requests for the loan of materials seems generous. (this would be one quarter of the total of 15,000 families in non-library areas in the Bur Oak area) Based on this figure, a circulation of 18,750 ( 5 titles per family) might be expected.

6. Mail Requests Not Included in Catalog:

Any requests for titles not included in the catalog or for reference service will be referred to the usual channels for such library service. Patron will be referred to the local library nearest his home with information as to hours and back up services provided by the Bur Oak Library System.

7. Follow Up and Continuation of Program:

At the end of 12 months of mail service, an analysis will be made of the volume of use by area, and where appropriate, these statistics will be used in encouraging formation of district libraries, System membership of non-member libraries, and extension of existing library hours.

In addition, a letter will be sent to each family which requested "Books by Mail" explaining that the service will be continued for registered (resident or non-resident) library patrons of System member libraries. Users of mail service will be urged to visit (or write) their nearest library to obtain a library card (paying the regular annual system non-resident fee) and information will be included on all the library services offered by member libraries. Member libraries will be given a list of the mail order families in their area and encouraged to contact these families in regard to registering as a borrower.

All mail order requests will be honored for a three month period after the initial twelve month project. Following that cut off date, mail order requests will only be honored if family is registered at a System member library.

By running this project strictly as an experiment with definite plans to limit it (after the experimental period) to those who support System member libraries it is believed that this project will reinforce State Library policy that library boards have a right and an obligation to charge non-residents for services provided. This also reinforces Bur Oak policy asking member libraries to charge a realistic non-resident fee for patrons utilizing reciprocal borrowing privileges. Further, it supports Bur Oak policy of strengthening member libraries by offering System services through them.

With mail order service confined to registered library patrons who request it, with procedures established for mailing books, and with a basic collection of titles on hand, it is believed that Bur Oak could continue to offer "Books by Mail" after the first two years, supporting it entirely with System Funds.

**Enclosed:**

Proposed Project Budget  
Proposed "Information Sheet" to be sent out with each Catalog  
Possible Ad and Flyer to reach families



PROPOSED BUDGET FOR BOOKS BY MAIL  
FOR  
BUR OAK LIBRARY SYSTEM

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I. First Year

1. Catalog - 16,000 copies at \$.10 each	1,600.00
2. Book Collection (Paperbacks) - 5 copies of 2,000 titles at \$1.00 each	10,000.00
3. Professional Time to set up and promote project	1,000.00
4. Clerical Time to set up mailing list, handle and mail books	3,000.00
5. Distribution of Catalog Mailing Service - \$11.00 per thousand plus 5¢ each postage	1,000.00
6. Postage for Mailing Books Mailing estimated 18,750 books at 5¢ each	1,000.00
7. Mailers and other supplies Jiffy bags - 20¢ each	3,750.00
8. Two ads in each of 5 local newspapers	300.00
9. Promotional flyer - 16,000 copies	50.00
	<u>\$21,700.00</u>

II. Second Year

1. Supplement Catalog - 16,000 copies at \$.10 each	1,600.00
2. Book Collection (Paperbacks) - 5 copies of 600 titles (additions to collection) at \$1.00 each	3,000.00
3. Professional Time to Follow up and evaluate project	1,000.00
4. Clerical Time to handle and mail books	3,500.00
5. Distribution of Supplement Catalog Mailing Service - \$11.00 per thousand plus 5¢ each postage	1,000.00
6. Postage for Mailing Books & Follow up letter Mailing estimated 18,750 books at 5¢ each	1,000.00
7. Mailers and other supplies Jiffy bags - 20¢ each	3,750.00
8. One ad in each of 5 local newspapers	150.00
	<u>\$15,000.00</u>

TOTAL \$36,700.00

III. Costs To Be Covered By Bur Oak Library System (one/half of total project)

First Year

1. Promotional Flyer and Ads	350.00
2. Catalog	1,600.00
3. Professional Time	1,000.00
4. Clerical Time	3,000.00
5. Mailers and other supplies & Postage for Mailing Books	6,750.00
	<u>\$10,700.00</u>

Second Year

1. Promotional Ad	150.00
2. Catalog	1,600.00
3. Professional Time & Part of Distribution of Catalog	1,350.00
4. Clerical Time & Postage for Books & Follow up Letter	4,550.00
	<u>\$7,650.00</u>

TOTAL \$18,350.00



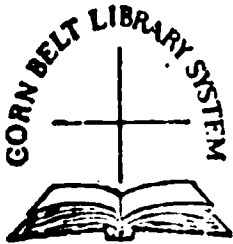
IV. Grant Requested From LSCA Funds

First Year - \$11,000.00

Second Year - 7,350.00

TOTAL \$18,350.00 (50% of total project of \$36,700.00)

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# Corn Belt Library System

412 ELDORADO ROAD  
BLOOMINGTON, ILLINOIS 61701  
phone 309/829-7819

HENRY R. MEISELS  
DIRECTOR

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TO: LSCA ADVISORY COUNCIL  
SUBCOMMITTEE TITLES I & II

FROM: CORN BELT LIBRARY SYSTEM

RE: APPLICATION FOR LSCA FUNDS TO FINANCE "BOOKS BY MAIL"

**PURPOSE:** The Corn Belt Library System proposes joining with Bur Oak, Rolling Prairie and Starved Rock Library Systems in an attempt to reach people currently unserved by public libraries through an experimental "Books by Mail" project. It is believed that this project could reach individuals whose use of present library facilities is limited due to physical handicaps, distance from facilities, inconvenience of local library hours or lack of knowledge of library services.

It is further believed that such a program would publicize library service in Illinois in a new and interesting way and would stimulate use of existing local libraries and encourage communities not taxing for library service to organize into district libraries.

**BASIS FOR THE PLAN:** The basic idea for this program along with many of the cost estimates are based upon the Mail Order Library Service rendered by the North Central Regional Library of Wenatchee, Washington. In its experimental stages, mail order library service was financed by an LSCA grant of \$67,131 and was initially introduced to 4,800 families in one rural county. During the test year, 42,170 books were circulated at a cost per circulation figure of \$0.73. Circulation in the county's only community offering library service increased 21% during the test period. Detailed information about the Wenatchee Project is included in Robert T. Jordan's "Tomorrow's Library," Bowker, 1970, and "Public Library Systems in the United States," A.L.A., 1969.

PROJECTED PLAN FOR CBLS:

## 1. Basic Mail Order Catalog

Preliminary inquiries indicate that it will be possible to contract with the above mentioned North Central Regional Library for the use of their basic catalog. The participating systems will devise a uniform catalog cover sheet. It is hoped that the four systems will be able to agree upon ordering procedures and the publicity items to be included in the cover sheet. The cost of the catalog plus overleaf is estimated at 10¢ per copy.

## 2. Promotion

In the belief that many "unserved" people live within areas which already tax for library service (i.e., physically handicapped, working people unable to visit during customary hours, etc.) the Corn Belt Library System would like to offer "Books by Mail" service to all families living within our service areas, except those residing within Bloomington-Normal city limits.

In order to secure the widest dissemination of the catalog, a commercial mailing service should be charged with its distribution. It is envisioned that the catalog will also be available at local libraries, post offices, supermarkets, churches, and other convenient gathering points.

## 3. Collection

It is estimated that CBLS would require 5 copies of each of the 2,000 titles in the catalog. Two complete sets of titles would be kept available at CBLS headquarters for four week loan to patrons of member libraries and bookmobile so that those supporting existing facilities would have access to the same books that are offered by mail.

During the second year of the project, it is estimated that an additional 2,000 volumes would be required to replace lost copies and add additional stock of particular titles. Assuming that all volumes will be paperbacks and that the four systems would order books on a joint order, it is estimated that the average cost per volume will be \$1.00.

#### 4. Time Period

Allowing six months to order books, catalogs and supplies, a twelve month period for actual Books by Mail service, and a six month period for follow-up, evaluation and establishment of permanent program, it is requested that funds be granted for a two year period.

#### 5. Mail Requests for Titles Not Included in the Catalog

Requests for titles not included in the catalog or for reference service will be referred to the usual channels for such library service. Patron will be referred to the local library nearest to his home with information as to hours and back up services provided by CBLS. Requests from patrons living in unserved areas will be honored by mail.

#### 6. Follow-up and Continuation of Program

At the end of 12 months of mail service, an analysis will be made of the volume of use by area, and where appropriate, these statistics will be used in encouraging formation of district libraries, system membership of non-member libraries, and extension of existing library hours. In addition, a letter will be sent to each family which availed itself of the service explaining that "Books by Mail" will be continued for registered (resident or non-resident) library patrons of system member libraries. Users of mail service will be urged to visit (or write) their closest library to obtain a card and information will be included on all the library services offered by member libraries. Member libraries will be given a list of mail order patrons in their area and encouraged to contact these families in regard to registering as borrowers.

All mail order requests will be honored for a 3 month period after the initial 12 month project. Following that cut off date, mail order requests will only be honored if the patron is registered at a system member library.

By running this project strictly as an experiment with definite plans to limit it (after the experimental period) to those who support CBLS member libraries, it is believed that this project will reinforce State Library policy that library boards have a right and an obligation to charge non-residents for services provided. Furthermore, it supports CBLS policy of strengthening member libraries by offering System services through them.

(4)

With mail order service confined to registered library patrons who request it, and with basic collection of titles on hand, it is believed that CBLS could continue to offer "Books by Mail" after the first two years, supporting it entirely with system funds.

PROPOSED BUDGET FOR BOOKS BY MAIL

for

CORN BELT LIBRARY SYSTEM

I. First Year

1. Catalog - 20,000 copies	\$ 2,000
2. Book Collection - 5 copies of 2,000 titles @ \$1.00	10,000
3. Professional time to set up and promote	1,000
4. Clerical time to handle and mail books	3,000
5. Distribution of the catalog - Mailing service 25,000 @ \$11 per 1,000 plus postage	1,525
6. Postage - books 12,000 x \$0.05	600
7. Mailers and other supplies 12,000 x \$0.20	2,400
	<hr/> \$20,525

II. Second Year

1. Catalog - 20,000 copies	\$ 2,000
2. Book Collection - 5 copies of 600 titles @ \$1.00	3,000
3. Professional time to follow up and evaluate	1,000
4. Clerical time	4,500
5. Distribution of the catalog	1,525
6. Postage - books 20,000 x \$0.20	1,000
7. Mailers and other supplies 20,000 x \$0.20	4,000
	<hr/> \$17,025

Grant Requested:

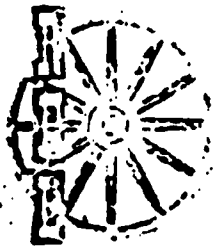
First Year \$10,262.50

Second Year 8,512.50

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\$18,775.00

(50% of budget)



# ROLLING PRAIRIE LIBRARIES

315 West Eldorado Street  
Decatur, Illinois 62522  
Telephone: 217/429-2586

November 18, 1970

BEST COPY AVAILABLE

To: LSCA Advisory Council, Titles I & II

From: Rolling Prairie Libraries

Re: Application for LSCA Funds to Finance "Books by Mail"

**PURPOSE:** The Rolling Prairie Libraries proposes joining with Bur Oak, Corn Belt and Starved Rock Library Systems in an attempt to reach people currently unserved by public libraries through an experimental "Books by Mail" project. It is believed that this project could reach individuals whose use of present library facilities is limited due to physical handicaps, distance from facilities, inconvenience of local library hours or lack of knowledge of library services.

It is further believed that such a program would publicize library service in Illinois in a new and interesting way and would stimulate use of existing local libraries and encourage communities not taxing for library service to organize into district libraries.

**BASIS FOR THE PLAN:** The basic idea for this program along with many of the cost estimates are based upon the Mail Order Library Service rendered by the North Central Regional Library of Wenatchee, Washington. In its experimental stages mail order library service was financed by an LSCA grant of \$67,131 and was initially introduced to 4,800 families in one rural county. During the test year, 42,170 books were circulated at a cost per circulation figure of \$0.73. Circulation in the county's only community offering library service increased 21% during the test period. Detailed information about the Wenatchee Project is included in Robert T. Jordan's "Tomorrow's Library," Bowker, 1970, and "Public Library Systems in the United States," A.L.A., 1969.

## PROJECTED PLAN FOR ROLLING PRAIRIE LIBRARIES:

### 1. Basic Mail Order Catalog

Preliminary inquiries indicate that it will be possible to contract with the above mentioned North Central Regional Library for the use of their basic catalog. The participating systems will devise a uniform catalog cover sheet. The cost of the catalog plus overleaf is estimated at 10¢ per copy.



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## 2. Promotion

In the belief that many "unserved" people live within areas which already tax for library service (i.e., physically handicapped, working people unable to visit during customary hours, etc.) the Rolling Prairie Libraries would like to offer "Books by Mail" service to all families living within our service areas, except those residing within the service areas of Decatur Public Library and Lincoln Library, Springfield.

In order to secure the widest dissemination of the catalog, a commercial mailing service should be charged with its distribution. It is envisioned that the catalog will also be available at local libraries, post offices, supermarkets, churches, and other convenient gathering points.

## 3. Collection

It is estimated that Rolling Prairie Libraries would require 5 copies of each of the 2,000 titles in the catalog. Two complete sets of titles would be kept available at headquarters for four week loan to patrons of member libraries and bookmobile so that those supporting existing facilities would have access to the same books that are offered by mail.

During the second year of the project it is estimated that an additional 2,000 volumes would be required to replace lost copies and add additional stock of particular titles. Assuming that all volumes will be paperbacks and that the four systems would order books on a joint order, it is estimated that the average cost per volume will be \$1.00.

## 4. Time Period

Allowing six months to order books, catalogs and supplies, a twelve month period for actual "Books by Mail" service, and a six month period for follow-up, evaluation and establishment of a permanent program, it is requested that funds be granted for a two year period.

## 5. Mail Requests for Titles Not Included in the Catalog

Requests for titles not included in the catalog or for reference service will be referred to the usual channels for such library service. Patron will be referred to the local library nearest to his home with information as to hours and back up services provided by Rolling Prairie Libraries. Requests from patrons living in unserved areas will be honored by mail.

## 6. Follow Up and Continuation of Program

At the end of twelve months of mail service, an analysis will be made of the volume of use by area and, where appropriate, these statistics will be used



in encouraging formation of district libraries, system membership of non-member libraries, and extension of existing library hours. In addition, a letter will be sent to each family which availed itself of the service explaining that "Books by Mail" will be continued for registered (resident or non-resident) library patrons of system member libraries. Users of mail service will be urged to visit (or write) their closest library to obtain a card and information will be included on all the library services offered by member libraries. Member libraries will be given a list of mail order patrons in their area and encouraged to contact these families in regard to registering as borrowers.

All mail order requests will be honored for a three month period after the initial twelve month project. Following that cut-off date, mail order requests will only be honored if the patron is registered at a system member library.

By running this project strictly as an experiment with definite plans to limit it (after the experimental period) to those who support Rolling Prairie Libraries' member libraries, it is believed that this project will reinforce State Library policy that library boards have a right and an obligation to charge non-residents for services provided. Furthermore, it supports Rolling Prairie Libraries' policy of strengthening member libraries by offering system services through them.

With mail order service confined to registered library patrons who request it and with basic collection of titles on hand, it is believed that Rolling Prairie Libraries could continue to offer "Books by Mail" after the first two years, supporting it entirely with system funds.

PROPOSED BUDGET FOR "BOOKS BY MAIL"

for

ROLLING PRAIRIE LIBRARIES

BEST COPY AVAILABLE

I. First Year

1. Catalog -- 25,000 copies	\$ 2,500
2. Book Collection -- 5 copies of 2,000 titles @ \$1.00	10,000
3. Professional Time -- to set up and promote project	1,000
4. Clerical Time -- to handle and mail books	3,000
5. Distribution of the Catalog -- mailing service 25,000 @ \$11.00 per 1,000 plus postage	1,525
6. Postage -- books 12,000 x \$0.05	600
7. Mailers and other supplies 12,000 x \$0.20	2,400
	<hr/>
	\$21,025

II. Second Year

1. Catalog -- 25,000 copies	2,500
2. Book Collection -- 5 copies of 600 titles @ \$1.00	3,000
3. Professional Time -- to follow up and evaluate the project	1,000
4. Clerical Time	4,500
5. Distribution of the Catalog	1,525
6. Postage -- books 20,000 x \$0.05	1,000
7. Mailers and other supplies 20,000 x \$0.20	4,000
	<hr/>
	\$17,525

Grant Requested:

First Year	\$10,512
Second Year	8,762
	<hr/>
	\$19,274 (50% of budget)

**A SELECTED BIBLIOGRAPHY  
ON CONTINUING EDUCATION  
1965 TO DATE**

**Prepared for the Illinois  
Library Association**

**May, 1973**

**Prepared by:**

**Mary Ellen Michael  
Research Associate**

**Cathleen Palmini  
Research Associate**

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# BIBLIOGRAPHY ON CONTINUING EDUCATION

## SECTION I

### Continuing Education in the Professions Other Than Library Science: Some Recent Studies

These readings present some typical samples from a number of professions, but in no way present a complete coverage of the large amount of literature available. Further annotated bibliographies are cited.

Adams, Hobart Warren. In-service Training and Development Programs for Accountants in Business and Industry.  
D.B.A. Thesis. Bloomington, University of Indiana,  
1967. 313p. ED 026 613  
Available from University Microfilms  
300 N. Zeeb Road  
Ann Arbor, Michigan 48106  
order no. 67-11, 682 MF \$4.05  
xerography \$14.20

A survey was made of inservice training and development for accountants in fifty-three selected business firms varying in products, sales volume, and employees. Program philosophy and objectives, qualifications and selection of trainees and instructors, and evaluation procedures were examined. The major weaknesses of inservice programs lay in training philosophy and evaluative procedures.

Agenda for Comparative Studies in Adult Education: Report from the International Expert Meeting, 1972. Occasional Papers no. 29. Syracuse University, Publications in Continuing Education, 1972. 77p.

Thirty-five of the leading figures in adult education from fifteen countries report and analyze international comparative studies of adult education. A full report will soon be published.

American Institute of Certified Public Accountants. Professional Development 1971. New York, American Institute of Certified Public Accountants, 1971

This institute plans in advance continuing education programs for one year and prints these in a booklet for all members. Basically it plans six types of programs using a wide assortment of educational methods: seminars, courses, workshops, lecture programs, training programs, individual study materials. State societies assume the responsibility of offering the programs throughout the nation.

Charters, Alexander N., ed. and Rivera, William M., ed. "International Seminar on Publications in Continuing Education." Papers presented at Third International Seminar on Adult Education. Report no. R-72, 1972. 124p. Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 (\$3.00).

The seminar focuses on publications in the professional field of adult education. Some of the papers presented are: "Thoughts on Periodicals for Professionals" by Thomas Kelly; "Use of Publications by Adult Education Scholars" by Allen B. Knox; and, "Needs of the Users of Publications from the Practitioner's Point of View" by Olivia B. Stokes and Alice M. Leppert. None relate directly to the library profession.

Continuing Education for R and D Careers: An Exploratory Study of Employer-Sponsored and Self-Teaching Models of Continuing Education in Large Industrial and Federal Government Owned R & D Laboratories. Prepared for the National Science Foundation by Social Research, Inc., Chicago, 1969. ED 035 813.

In this comprehensive survey of the objectives and modes of continuing education, technological obsolescence in an individual is taken to mean a deficiency of knowledge such that he approaches problems with viewpoints, theories, and techniques less effective than others currently used in his field of specialization. One of the chief goals of the Committee was the planning of the academic curricula and structuring the employment situation in such ways that engineers are trained and prepared for, as well as permitted to engage in, a lifetime of continuing study as part of their normal careers.

Continuing Education in the Professions. Current Information sources no. 24. Syracuse, New York, ERIC Clearinghouse on Adult Education, Syracuse University, 1969. ED 033 250 HC \$5.10.

A 225-item, annotated bibliography on professional continuing education in ten areas including library science.

Continuing Engineering Studies - A Report of the Joint Advisory Committee. New York, Engineer's Council for Professional Development, 1965.

The role of the Joint Committee is to study the overall situation in continuing engineering education, consider the respective roles of universities, societies, industries, and government in continuing education, and to make specific recommendations.

Corson, John J. and R. Shale Paul. Men Near the Top: Filling Key Posts in the Federal Service. Baltimore, Md., Johns Hopkins Press, 1966.

"The need is for the establishment of a career-long process that will utilize all means to equip the individual with the variety of competencies required at the top in the program field he has chosen." In regard to university training, Corson warns that it can provide stimulation for learning only if the university recognizes the individual's own need and does not force the individual into rigid programs reflecting the faculty's conception of the executive's needs, or into courses and seminars designed for the training of Ph.D. candidates in teaching and research.

Cory, N. Durward. Incentives Used in Motivating Professional Growth of Teachers. Minneapolis, University of Minnesota, 1969. 23p. ED 027 254

This publication is the product of a project designed to study problems of inservice teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Included are lists of sixty practices principals have found to be effective and sixty incentives listed by teachers as the most promising in their own school systems.

Deinum, Andries. Speaking for Myself; A Humanist Approach to Adult Education for a Technical Age. Center for the Study of Liberal Education for Adults, Boston University, 1966. 94p.

This work includes notes and essays on education for adults. Topics covered are: university extension and program development, the university and educational television, and continuing higher education--an essay in quotations.

Dill, William R.; Crowston, Wallace B. S.; and Elton, Edwin J. "Strategies for Self-Education." Harvard Business Review, 43(December 1965) pp.119-30.

The threat of personal obsolescence is a challenge at all levels. Management wants continuing education in skills and knowledge to directly contribute to the organization through higher sales and/or increased efficiency. For success with any of the strategies of self-education, several general rules apply: the effort, whether it involves reading or reflecting on experience, should be selective and focused, guided by an agenda on goals for learning; a learner must be willing to admit that education consists not just in acquiring new knowledge, skills, and attitudes, but also in giving up convictions and approaches to problems that may be inaccurate and outmoded. New knowledge, skills and attitudes are secure only when they have been integrated with those acquired earlier.

Doherty, Victor W. "The Carnegie Professional Growth Program: an Experiment in the In-Service Education of Teachers." Journal of Teacher Education, 18(Fall 1967) pp.261-268.

The Carnegie Professional Growth Program has resulted in the development of over 140 courses and workshops for teachers. Courses are closely tailored to the needs of specific teacher groups. Main achievements include a heightened interest in using objectives in instructional planning, observable professional growth of participants, and sharper focus on teacher needs.

Dryer, Bernard V., ed. "Lifetime Learning for Physicians: Principles, Practices, Proposals," Journal of Medical Education, 37(June 1962) pp.1-134.

This comprehensive "landmark" report emphasizes the necessity for cooperative, long-range planning by all concerned professional groups if lifetime professional education is to be



achieved within a profession. The study has three major parts: (1) Principles (based on assumptions); (2) Practices based on the criteria considered necessary for continuing education programs: excellence of content, personal satisfaction, freedom of choice, continuity, accessibility, and convenience; (3) Proposals for action. Eight health related national professional associations sponsored and jointly developed the study.

Essert, Paul L. and Spence, Ralph B. "Continuous Learning Through the Educative Community: an Exploration of the Family-Educational, the Sequential Unit, and the Complementary-Functional Systems." Adult Education Journal, 28:4(1968), pp.260-71.

The authors propose a definition of the educative community and identify three major component systems: the family system, the sequential unit system, which includes schools, colleges, and universities, and the complementary-functional system, which provides systematic learning not learned or inadequately learned in the other two systems. The paper analyzes the elements, resources, and needs of the educative community, discusses the implications for program learning and suggests some of the responsibilities of adult educators to the three systems.

Frasure, Kenneth J. "Your Leadership Development Program." Paper presented to the Annual Conference of the American Association of School Administrators, Atlantic City, New Jersey, February 1968. ED 021 330

Various approaches to in-service education for administrators are discussed and specific recommendations are made for improving programs of educational leadership development.

Glass, J. Conrad, Jr. "The Professional Churchman and Continuing Education." Adult Leadership, 20:10 (April 1972) pp.349-50.

There are two broad areas which lend themselves to the professional development of churchmen. To continually update churchmen within the disciplines of the church, the agencies best equipped to provide this type of training are the schools of religious education and seminaries, and the denominational boards and agencies. The second area is the broad field of study of the behavioral sciences. Churchmen need to know some of the key concepts political scientists are advocating in organization and administration; what the best thinkers and researchers in the field have to say about planning for social change.

Haire, Mason. "Managing Management Manpower: a Model for Human Resource Development." Business Horizons, 10(Winter 1967) pp.23-28.

While business often plans for capital expansion, product diversification, and increased market penetration, seldom do they plan for providing the increased managerial talent that the new ideas and future growth call for. Described is a system for manpower management that includes training for new job levels and evaluation of individual performance.

Heyman, Margaret M. Criteria and Guidelines for the Evaluation of In-service Training. Dept. of Health, Education and Welfare, Washington, D.C., Social and Rehabilitation Service, 1968. 35p.

Criteria and guidelines are suggested for evaluating the adequacy and effectiveness of in-service training programs for use in administrative review of staff development in state and local departments of public welfare. The content of orientation and training is touched upon, together with administrative and learning factors in the choice of training methods. Structural factors, type of change and learning, criteria from curriculum planning theory are also discussed.

Hospital Continuing Education Project. Training and Continuing Education: a Handbook for Health Care Institutions. Chicago, Hospital Research and Educational Trust, 1970.

This book describes techniques in the process of developing continuing education programs. The objective is to improve and expand education opportunities for hospital personnel through cooperation between hospitals, hospital associations, and universities.

Investment for Tomorrow; A Report of the Presidential Task Force on Career Advancement. Civil Service Commission, Washington, D.C., 1967. 75p. ED 041 199

The Presidential Task Force on Career Advancement reviewed post-entry training for Federal employees in professional, administrative, and technical occupations. Some agency training does not provide knowledge or develop skills needed by management before they are advanced to higher levels. Agencies differ widely in the extent and quality of training for specialists. The absence of developmental programs with the resultant loss of peak performance can cost more than training.

Jessup, F. W., ed. Lifelong Learning; A Symposium on Continuing Education. Headington Hill Hall, Oxford, England, Pergamon Press, 1969. 178p. ED 029 270

Consideration is given to the idea of lifelong learning and its implications for British institutions of formal education, professional continuing education in the U.S. and Britain, educational activities of voluntary associations, the education responsibility of the public authorities, and educational expenditures as a reflection of social and economic policy.

Kimberly-Clark Corporation. Research and Engineering. "Bank-Account" Policy for Continuing Education: Environment for Growth. Neenah, Wisconsin, Kimberly-Clark, 1968.

Example of an industry, which believes in the capacity and growth potential of the individual, offering a concrete systemized plan for providing time and money allowances for continuing education in the form of up-dating and refresher study and graduate and post-graduate fellowships.

Knezevich, Stephen J. The Development and Testing of a Model for a Nationally Based Vehicle Dedicated to the Continuing Professional Growth of School Administrators. Final Report. American Association of School Administrators, Washington, D.C., 1969. 137p. ED 030 194

The primary objectives of the study were to develop a model for a National Academy for School Executives to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. It was decided that it is fiscally feasible to launch the short term seminars and clinics but more development is needed on the other levels; the probability of attendance by administrators at short term programs is primarily related to the program content, length of the program, and the fee charged.

Lynch, Patrick D., ed. and Blackstone, Peggy L., ed. Institutional Roles for In-Service Education of School Administrators. New Mexico University, Albuquerque, 1966. 146p. ED 027 597

This document is a compilation of papers read at a four-day conference attended by sixty participants throughout the U.S. Chapters include: (1) "In-service Education of School Administrators: Background, Present Status and Problems," by Robert B. Howsam; (2) "Psychological Processes in Influencing Change," by Stanley W. Caplan; and, (3) "The Development and Implementation of a Residence Executive Development Training Program."

McGlothlin, W. J. "Continuing Education in the Professions."  
Journal of Education for Librarianship, 13(Summer 1972)  
pp.3-16.

The author presents a capsule review of the concepts and practices used in continuing education by professions other than librarianship. Associations of every profession hold technical conferences, publish journals, make studies, and generally attempt to stimulate the professional growth of their members. An agency is conceived of as a "learning community" rather than merely as an "administrative community." As a final way of stimulating continuing education, some states have enacted statutes or regulations to require each member of the profession to undertake some kind of educational activity at stated levels, e.g., teachers, dentists.

Miller, Harry L. Teaching and Learning in Adult Education.  
New York, Macmillan Co., 1964. 340p.

This book is addressed to teachers and lay leaders as well as to administrators. Each of the chapters on small- and large-group formats are self-contained units. The text concentrates on the most widely useful core of methodological principles and does not pretend to be comprehensive.

National Institute of Mental Health. Annotated Bibliography on In-Service Training in Mental Health for Staff in Residential Institutions. 1968. 46p. ED 023 990

The annotated bibliography of periodical literature through August of 1967 pertains to in-service mental health training for personnel in residential institutions. It includes materials on training in mental hospitals, institutions for the mentally retarded, child care institutions, and nursing homes.

National Institute of Mental Health. An Annotated Bibliography on In-Service Training for Allied Professionals and Non-professionals in Community Mental Health. 1968. 64p.

Materials citing experiences of formal community health centers are included in this bibliography. Also included are references on in-service mental health training for professionals and nonprofessionals who work in community settings other than mental health centers.

Osinski, Franklin W.; Ohliger, John and McCarthy, Colleen.  
Toward Gog and Magog or?: A Critical Review of the  
Literature of Adult Group Discussion. Occasional  
Papers no. 30, Syracuse University, ERIC Clearinghouse  
on Adult Education, 1972. 82p.

A review is made of research on group discussion as used in adult education within the context of the nature of man and in relation to his ultimate end of self-realization. It considers factors involved in group discussion; its broad purposes, such as mutual education, affecting self-concept, and attitudes and interpersonal change; and approaches to it--the role of leadership, non-manipulative approaches, and human relations and sensitivity training. It then examines discussion in the service of institutions--parent education, religious education, education for aging, and public affairs discussion. It reviews discussion and the mass media--international uses, community education, and a recent scientific approach.

"Program for Beginning Teachers. An Individualized Approach to In-Service Education." An Application for Continuation Grant. Part II. Narrative. 1969. 32p. ED 036 458

During its first year of operation eighty first-year teachers from nine public and private elementary schools in the Wilmette suburban district participated in the in-service program in which the individualized program for each teacher was developed by the teacher and one or more staff members. There was a five-day summer workshop and one-half day per month demonstrations, consultation, etc., during the school year. Each participant was teamed with an experienced "helping teacher" who assisted in planning, observation, and self-evaluation.

Smith, L. L. "Mid-career Education for Urban Administrators." Prepared for the 1969 National Conference of the American Society for Public Administration, 1968. ED 029 219

A mid-career education of local city administrators is necessary to meet complex and changing urban needs. Presented is a proposed year-long program for government officials and key private citizens with comments on curriculum, instructional methods, participants and financing.



Stout, Ronald M., ed. Local Government In-service Training; An Annotated Bibliography. Albany, State University of New York, 1968. 88p. ED 028 332

The bibliography on in-service training is divided into four major categories: (1)Local Government Training in General, (2)Training Generalist Officials and Administrators, (3)Training Personnel in Functional Fields, and (4)Bibliographies.

Winter, Sara K.; Griffith, Jeffery C. and Kobb, David A. "Capacity for Self-Direction." Journal of Consulting and Clinical Psychology, Vol. 32; no. 1, pp.35-41.

A content analysis of self-description essays written by students who were subsequently successful (Number = 13) and unsuccessful (Number = 11) in attaining self-directed behavior-change goals revealed: (a)High-change subjects more frequently stated goals, with implicit recognition that the goal had not yet been attained; (b)low-change subjects frequently described themselves with little recognition of alternative possibilities; (c)low-change subjects showed more tentativeness and uncertainty about themselves. The results suggest that successful self-directed change is motivated by awareness of the cognitive dissonance created when an individual commits himself to a valued goal that he sees as different from his present behavior.

## SECTION II

Following is a selective list of materials which pertain to state and national planning. A committee responsible for the formation of a state plan will find the items in Section I and III also of value. The demarcation of entries into categories II and III is at best an arbitrary decision.

Adult Education Association of the U.S.A. Federal Support for Adult Education; A Directory of Programs and Services. Washington, D.C., Adult Education, 1966. 111p.

This volume describes briefly the chief agencies that support adult education programs in any significant way. Much of this information is dated and may be of little value because of changing priorities in government agencies.

American Association of Library Schools. Study Committee on the Role of the AALS in Continuing Library Education. Tentative Draft of a Position Paper. 1972. 38p.

The AALS makes recommendations for the implementation of a program for continuing library education both inside AALS and in cooperation with other relevant groups. The appendix lists the goals, criteria, and components of national planning for continuing education of librarians and provides a discussion of "What is continuing education?"

American Library Association. Association of State Library Agencies and Library Education Division. Interdivisional Committee on Education of State Library Personnel. "Education of State Library Personnel; A Report with Recommendations Relating to the Continuing Education of State Library Agency Professional Personnel." A.L.A., 1971. 62p.

A committee report looking at the continuing education needs of state library professional personnel. Most of the report can be applied equally well to all levels of library personnel in all types of libraries. The greatest immediate need is for the continuing education of consultants. The committee recommends an initial program for state library consultants which would provide the basis for a continuing education program for all state library professional personnel.

Continuing Education for Librarians. Library Education  
Division. American Library Association, 1971.

A directory of all those programs on formal continuing education as reported to the Library Education Division. This listing does not include the institutes in various areas of librarianship supported by the Office of Education under the Higher Education Act.

"Continuing Education Plan for Thirteen Western States."  
Library Journal, 93(April 15, 1968) p.1570.

An interstate master plan for continuing professional education of working librarians. Its aim is to integrate existing educational resources in the region as well as suggest new ones; advancement of the professional education of librarians regardless of assignment or type of library will be the intention.

Davis, Richard A. "Continuing Education: Formal and Informal."  
Special Libraries, 58(January 1967) pp.27-30.

Continuing education can be both formal and informal. In either case it can be haphazard or directed. Whether formal or informal, continuing education requires that the librarian have a goal in mind and a plan for achieving it. In arriving at the plan it is helpful to have an advisor. With a goal and a plan the librarian has to think about means. Those interested in continuing education for librarianship need to consider new and imaginative avenues, rather than depend on traditional, not always satisfactory techniques.

DeProspero, Ernest R., Jr. "Contributions of the Political Scientist and Public Administrator to Library Administration." In: Administration and Change: Continuing Education in Library Administration. New Brunswick, New Jersey, Rutgers University Press, 1969. pp.29-38.

The library administrator lacks familiarity with the more recent findings and ideas in the field of administration because of lack of contact with other professions. The political scientist and the public administrator can be of great help. The authors suggest the following: (1) adapt the literature in the field which can be integrated into the library literature, (2) participate in continuing education for library administrators by bringing in those skills which library administrators have indicated they need to have in order to improve their ideas and skills; and improve library services through better planning.



Fenland, Patrick R. Leadership Development for Librarians.  
University of Pittsburgh, Pittsburgh, Pennsylvania,  
1971. 112p. ED 054 840

The purpose of this manual is to provide a guide to the in-service training of librarians for community liaison through the group work process. The manual was developed for the supervisor participants in the Institute on Discovery Management for Supervisors of Library Branches Serving the Underprivileged and Emerging Communities.

Fry, R. M. "Commitment to Change." Missouri Library Association Quarterly, 30(March 1969) pp.58-64.

Following the premise that "there is nothing permanent except change," the author discusses some of the Federal programs of the mid-1960's that offered institutes and training programs for librarians.

Hiatt, Peter. "Continuing Education for Librarians in Indiana." Focus, 21(June 1967) pp.57-62.

The author lists informal and formal continuing education opportunities for librarians in Indiana.

Hiatt, Peter. "National Planning for Continuing Education." Library Trends, 20(July 1971) pp.169-183.

The author argues that it is necessary to coordinate, plan, stimulate, develop, and evaluate continuing education for library personnel, and that the responsibility for doing so should rest with the professional associations at the national level. This article briefly reviews the need for continuing education of all personnel working in libraries, discusses the elements which presently contribute to our "system" of continuing education for library personnel, and concludes with the reasons for the author's belief that a national program of continuing education is necessary. A description is given of a model for a national program.

Kaser, D. E. "Continuing Education in the Library Profession."  
In: Louisiana University, Baton Rouge, Libraries,  
Library Lectures: nos. 1-4. The Library, 1967. pp.1-9.

Self-education is necessary in combating the library profession's tendencies to provincialism, conservatism, insularism, and resistance to change. Very few libraries maintain diligent internal programs of staff development. Suggested are larger travel budgets to allow for attendance at conferences, workshops, and trips to other libraries.

Kortendick, James J. "Research Needs in the Field of Continuing Education for Librarians." In: Harold Borko, ed. A Study of the Needs for Research in Library and Information Science Education. Los Angeles, California, Institute of Library Research, University of California, 1970.

In addition to presenting eleven suggestions for research proposals in the area of library continuing education, this paper gives a brief historical review of continuing education research and an extensive bibliography in the area of continuing education covering material from many related disciplines.

Liveright, A. A., and Goldman, Freda H. Significant Developments in Continuing Higher Education. Occasional Paper, no. 12. Boston University, Center for the Study of Liberal Education for Adults, 1965. 28p.

Higher adult education is today (1965) in a period of rapid and significant growth. There is a consequent need for new kinds of programs to develop professional personnel and to assist educators in more effective program planning. This article looks at the present status of adult education and identifies some significant developments that have occurred, and the future possibilities they point to.

McJenkin, Virginia. "Continuing Education for School Librarians." ALA Bulletin, 61(March 1967) pp.272-275.

The rapid development of school libraries and the changing patterns of school library organization and service demand a review and evaluation of present programs of continuing education and also demand long-range plans for effectively serving the needs of various levels of school library personnel. Those responsible for providing continuing education opportunities are the state departments of education and local school systems, professional library associations, and library schools and other institutions offering courses. There is a notable increase in the areas for which continuing education experiences are being provided. Both formal and informal education programs are cited and a list of continuing needs for school librarians is given.

Monroe, Margaret E. "Variety in Continuing Education."  
ALA Bulletin, 61(March 1967) pp.275-278.

The first task of continuing education should be that of reducing the resistance to change. A statewide plan for continuing education for librarians will require attention to four aspects: foundation, remedial, emergency, and specialization of learning. If librarianship is viewed as professional group practice, then each librarian has a specific area in which he plans, carries out, and evaluates his program, for which he continuously perfects his professional capacity, and in which he makes his professional contribution.

"National Planning Urged for Continuing Education." Library Journal, 97(February 1, 1972) p.444+.

The American Library Association submitted its recommendations on The Education of State Library Personnel. Specific items are: an initial program to train one staff member from each state library agency in consulting skills and on participative laboratory methods of adult learning. These persons, after five days training by the Western Interstate Commission for Higher Education Program for Library Personnel, would then return to their agencies to act as coordinators of continuing education for state library personnel. Also recommended: a National Advisory and Action Committee for Continuing Education of State Library Personnel. This would meet twice a year and serve as the prototype for a similar body charged with overseeing all continuing education for librarianship.

Nattress, Le Roy Wm. Continuing Education for the Professions. Chicago, Natresources, Inc., 1970. 151p.

The fifteen articles herein presented cover the dimensions of continuing professional education, the involvement of associations, universities, and government. A model for continuing professional education as well as clinical criteria of instructional effectiveness are also included.

Proceedings of the Annual Seminar on Leadership in Continuing Education (11th Kellogg Center for Continuing Education, Michigan State University, April 8-11, 1968). 55p. ED 021 192

The proceedings underline the conviction that the final decades of the 20th century will make almost impossible demands on the wisdom, skill, and vision of educators and leaders in continuing education. Seminar papers discuss potential socioeconomic trends and influences in America, the problem of assessing the basic nature of contemporary change, and the issues of inequality, the nature of education, the role of university extension, and others.

Rees, Alan M. and others. Feasibility Study for Continuing Education of Medical Libraries. Interim Report. Case Western Reserve University, Cleveland, Ohio, Center for Documentation and Communication Research, 1968. 70p.  
ED 027 931

The objective of the research described in this report is to design, implement and evaluate educational offerings for hospital library personnel. Survey work is providing a data bank concerning the location, facilities, resources, functions, budget, services, and personnel of all hospital libraries in Ohio.

Rothstein, Samuel. "Nobody's Baby: a Brief Sermon on Continuing Professional Education." Library Journal, 90(May 15, 1965) pp.2226-2227.

While librarianship offers a variety of continuing education programs, the duplication of programming is evident and the coverage of subjects lacks depth. There is no pattern or progression in the subjects that are covered. Workshops do not build in any purposeful or continuing way on those that have come before. The national library association has the responsibility of improving continuing education.

Stevenson, Grace T. "Training for Growth--the Future for Librarians." ALA Bulletin, 61(March 1967) pp.278-286.

Emphasizes the need for continuing education beyond the MLS degree. Some of this will be on the university campus but also necessary are extension courses, workshops, and institutes. ALA, state library associations, and state libraries should all take some responsibility in this area.

Stone, Elizabeth W. "Continuing Education in Librarianship; Ideas for Action." American Libraries, 1(June 1970) pp.543-551.

A survey on continuing education for librarians brought 879 suggestions for action. Specific and general recommendations are made to administrators, to library associations, to library schools, to planners in the U. S. Office of Education, to statewide library planners, and to the individual librarian. The breadth of these recommendations illustrates clearly that the librarians sampled hold all of these relevant groups accountable for providing favorable conditions for their professional development. In their opinion, continuing education is a nationwide problem for which a cooperative nationwide plan based on the best thinking and planning of a national assembly of all relevant groups is the best solution.

Stone, Elizabeth W. "Summary of Responses to Data Sheet on Continuing Education as it Exists in Library Associations from Six Responding Library Associations; 1972." Available from the Library Research Center.

The summary consists of ninety-six categories covering a variety of topics on use of cable TV, a listing of the continuing educational objectives of the library associations, institutes or seminars offered or developed.

"Training of Branch Library Staff Los Angeles Public Library."  
Library Trends, 14(April 1966) pp.410-411.

An organizational chart is presented of the responsibilities of the supervisor or training agency in the in-service training and orientation for the professional and nonprofessional staff.

Vainstein, R. "What the Library Schools Can Do in the Training and Upgrading of Consultants." with discussion. In: Illinois. University, Urbana, Graduate School of Library Science. Changing Role of State Library Consultants. Illini Union Bookstore, 1968. pp.83-95.

There is a need for special education and continuing education for library consultants. In-service training of consultants on a regular on-going basis is nearly non-existent at most state libraries. Suggested is that some library school group isolate, define, and develop the particular consultant training program for which the state agency should then be responsible.

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### SECTION III

Following is a selective list of materials which would be helpful in planning a state-wide workshop on continuing education in librarianship. The theories of continuing education are listed. The content of specific workshops is not given, but listings of conferences, workshops, and short courses are provided by the American Library Association.

Adams, S. "Operation Bootstrap: Medical Librarians and Continuing Education." Kentucky Library Association Bulletin, 32 (April 1968) pp.4-11.

The abundance of programs for continuing education in librarianship reflects the splintering of the profession into myriad special interest groups. The lack of coherence, planning and progression represents the profession's failure to identify educational objectives of concern to the profession as a whole. Medical librarians share common goals with the medical, dental, and health professions for continuing education. The author, Deputy Director of the National Library of Medicine, then cites the work of the Medical Library Association in continuing education.

Allen, Lawrence A. Evaluation of the Community Librarians' Training Courses. Albany, New York State Library, 1966. 198p. ED 024 406

This study is designed to: (1) evaluate the Community Librarians' Training Courses which were conducted for five years in New York State to train persons without professional library training who were serving as librarians and (2) appraise the entire training program of the Library Extension Division in order to make recommendations and provide guidelines for future growth and development. A major conclusion of the evaluation is that the Library Extension Division has entered the training field with the initiation of the series for the community librarians but that it must extend this service to others in the field, including professional librarians.



Alvarez, Robert S.; Boaz, Martha; Duncan, Margaret; Kenney, Louis A. "Continuing Education for Librarians." California Librarian, 30(July 1969) pp.177-202.

The four articles stress the urgency of providing continuing education for the public, special, and academic librarian. Continuing education should get people to relate the things they hear and see at meetings to their own library situation, and make them feel that they can and should do something about these ideas. For the special librarian, it is recommended that he become conscious of the desirability of training in the principles of administration. Each librarian should consider each library function as a part of a whole. Systems analysis would provide the kind of analytical thinking needed to overcome a compartmentalized view of library work.

American Library Association. Library Education Division.  
"Continuing Education for Librarians: Conferences, Workshops, Short Courses, 1972." American Libraries, 2(December 1971) pp. 1217-19.  
--Supplement, American Libraries, 3(February 1972) pp.179-81, (April 1972) pp.423-26, (June 1972) pp.662-64.

American Library Association. Library Education Division.  
"Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1971." ALA Library Education Division Newsletter, no. 75(December 1970) pp.13-19, no. 76(March 1971) pp.13-18, no. 77(June 1971) pp.15-19.

American Library Association. Library Education Division.  
"Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1970." ALA Library Education Division Newsletter, no. 72(March 1970) pp.14-26, no. 73(April 1970) pp.7-9, no. 74(September 1970) pp.13-14.

American Library Association. Library Education Division.  
"Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1968." American Library Association Library Education Division Newsletter, no. 67(November 1968) pp.23-33.

ALA Library Education Newsletter. (Various issues list the various continuing education opportunities available to librarians. Now appearing in American Libraries.)

Asheim, Lester E. "Education and Manpower for Librarianship: First Steps Toward a Statement of Policy." ALA Bulletin, 62(October 1968) pp.1096-1106.

One of the great problems facing the library schools is that no present curriculum can effectively deal with the real differences in preparation needed by different types of libraries and the different functions within them. Certain schools at the professional specialist level might well develop special strength in special fields and eliminate from their curricula fields which are the specialties of other schools. Concomitant with this would be in-service training as an important part of the preparation of both libraries and library assistants. Along with this would be provision of program elements which serve to make explicit the interrelationships among these roles--to the end of establishing a continuous and integrated program for all library personnel.

Association of American Library Schools. Continuing Library Education Study Committee. Summary Report, January, 1972, Annual Meeting. Journal of Education for Librarianship, 12(Spring 1972) pp.267-69.  
--Comment by R.N. Case. Journal of Education for Librarianship, 12(Spring 1972) pp.269-72.

The summary report presents assumptions of the value of continuing education for librarians, objectives for implementation, and recommendations for implementation.

Bennett, H. H. "Continuing Education: a Survey of Staff Development Programs." School Libraries, 19(Spring 1970) pp.11-20.

The states have accepted responsibility for initiating in-service programs for school librarians. The one-day or the one-week regional workshop has been the mode for developing school library staff. Federal programs, the library school, professional associations, and the local education agency have also sponsored in-service training. At the local level, self-evaluation can be used as a pattern for improvement. Procedure manuals, checklists or surveys, and the newsletter can be instruments of self-evaluation. Closed circuit television used as a teaching tool and activities which center on developing standards are also methods of continuing professional growth. Three essentials for a successful staff development program are financial support, released time, and commendation or a tangible benefit.



Beacock, E. S. "View of Continuing Education of Librarians by an Employer." IPLQ Quarterly, 14(October 1972) pp.66-70.

To date both employees and administrators have shown little interest in continuing education for librarians. Further, it appears that library schools and organizations have done little to provide the opportunities. Pressure must come from groups of librarians working together to push administrators to plan programs and to give librarians themselves, the courage to learn more and contribute more.

Boaz, M. T. "Continuing Education." Drexel Library Quarterly, 3(April 1967) pp.151-157.

The author describes the varying forms of continuing education, the types of programs offered by agencies--extension courses in library schools, NDEA institutes, etc. Research is needed in the following areas of continuing education for librarians: (1)the organizational structure including the types of programs offered, subjects covered, admission requirements, faculty competencies, costs and financing, time duration, levels at which offered, and credit given; (2)the purposes of the programs and the methods used to achieve objectives; (3)the tangible and intangible values derived for the individual and his institution; and (4)the effect of continuing education on society.

Borg, Walter R. The Minicourse: Rationale and Uses in the Inservice Education of Teachers. Office of Education, Washington, D.C., 1968. 28p. ED 024 647

This collection of materials reports the research and development of a series of in-service training short courses (about seventy-five minutes per day for fifteen days) designed to teach specific teacher behavior patterns with use of the microteaching technique, self-evaluation of video tape feedback, instructional films, and filmed illustrations by model teachers. ~~The main document reviews the instructional model~~ on which the courses are conducted, defines and discusses the advantages of microteaching, and describes the scope and future plans for the minicourse program.

Bracken, M. C. and Shilling, C. W. Survey of Practical Training in Information Science. George Washington University, 1968. 28p.

--Summary. American Documentation, 19(April 1968) pp.113-119.

This paper presents a survey of practical training being conducted in the United States. All the universities known by the authors to have programs to train information scientists and all the industrial organizations known or thought to have programs for this type of training are surveyed. No qualitative assessments are made by the authors. Rather, quantitative results of the survey are presented on various program characteristics.

Brodman, E. "Philosophy of Continuing Education." Medical Library Association Bulletin, 56(April 1968) pp.145-149.

Continuing education of librarians is important not only to the library but to society as a whole. Society needs librarians who continue to study all their lives in order to bring about new principles, techniques, and methods. Professional associations have a responsibility to aid librarians in their need for continuing education.

"Why Continuing Education?" District of Columbia Libraries, 37(Fall 1966) pp.51-54.

The author gives a brief overview of the development of continuing education from colonial times. The author stresses the need for librarians to develop their critical faculties and keep abreast of the new machine methods in cataloging and audiovisual services.

Bundy, Mary Lee and Wasserman, Paul. "Professionalism Reconsidered." College and Research Libraries, 29(January 1968) pp.5-26.

The question of librarianship as a profession is considered here in terms of the three key relationships of a professional--client, organizational, and professional. Professional practice in this field is thus cast against accepted norms and standards of professional behavior. This critical assessment suggests that librarianship falls far short of the professional model. Major shifts in the nature of the services performed by librarians and in their bureaucratic relationships will be required if librarianship is to advance. The contributions of the professional associations and of library schools to the advancement of the process of professionalization is also analyzed. Progress in the field is viewed to be inextricably tied to the success or failure which librarianship achieves in its quest for true professional attainment.

Burgess, Paul. "Reasons for Adult Participation in Group Educational Activities." Adult Education, vol. 22, no. 1, pp.3-29.

Additional information on why adults participate in educational activities appears to be necessary if the field of adult education is to continue to improve educational offerings. The results here test the hypothesis that reasons chosen by men and women for participating in educational activities will factor into seven groups: the desire (1) to know, (2) to reach a personal goal, (3) to reach a social goal, (4) to reach a religious goal, (5) to escape, (6) to take part in an activity; and, (7) to comply with formal requirements.

Carlson, Robert A. Conceptual Learning: From Mollusks to Adult Education. Syracuse University. ERIC Clearinghouse on Adult Education, 1973. 33p. Occasional Papers no.35.

This literature review proposes to offer the practitioner and student of adult education an overview of conceptual learning. It traces the movement's intellectual and political growth. It lists recent seminal studies in the field and presents a series of relatively non-technical interpretations of them. It pinpoints the small amount of literature thus far produced relating conceptual learning directly to adult education. Perhaps, most important of all, it suggests a number of philosophical implications behind conceptual learning.

"Conference on In-training of Library and Information Staff, 1970, Imperial College." [papers] Aslib Proceedings, 22(June 1970) pp.256-287.

These papers presented at a one-day conference cover the following topics: the practical problems and principles of in-service training; in-service training in the ASLIB Library and Information Department; co-operative schemes for in-service training; and others.

Damtoft, Finn. "Continuing Education: Our Baby." APLA Bulletin, 33(June 1969) pp.21-24.

Effective continuing education can be achieved. The individual librarian and the library administration work together with the latter as the driving force. The library administration must play a central role for two reasons: (1) there will be no staff interest in continuing education without the establishment of formal programs as a natural part of the work assignment and unless rewards for increased knowledge and competency are provided; and, (2) only the administration has

the financial and organizational resources to support such programs by granting money, guaranteeing time allowances, and providing laboratory facilities. The administration can encourage participation which will allow staff members to periodically review their knowledge of the existing system, to have a staff bulletin listing new programs, and, a monitoring system which would evaluate the validity of a program during the operating period.

DeProspero, Ernest R., Jr., and Huang, Theodore S. "Continuing Education for the Library Administrator: His Needs." Administration and Change: Continuing Education in Library Administration. New Brunswick, New Jersey, Rutgers University Press, 1969. pp.21-27.

The results of a questionnaire are summarized. Its purpose was to study possible programs of continuing education in administration for chief librarians. The three means most frequently checked by which librarians acquired new ideas and skills in administration are: (a) read books and articles, (b) attend workshops and institutes, and (c) consult experts. There is a substantial drop-off after these three selections. "Discussions with colleagues," "professional meetings," and "visits to other libraries" received fewer responses. This finding suggests that not many "new ideas" and "solutions" are passed out in these face-to-face relationships, or that there is a continual exchange of repeated ideas. In addition, the finding indicates that workshops, institutes, readings, etc., have not provided librarians with different ways of looking at their administrative problems.

DuBois, Edward. "Case for Employee Education." Management Bulletin, No. 160, New York, American Management Association, 1967.

Employee education implies that the person is internally motivated to learn; he takes the initiative to learn. In employee training, the content is important to the employer but may appear as a tedious job requirement to the employee. The author refers to psychological theories that management can utilize in continuing education for employees in business. The complete case for employee education thus includes reasons of public policy, of community relations, and of payback.

Duncan, Margaret. "Making the Special Librarian Special: The Case for Continuing Education." California Librarian, 30(July 1969) pp.191-198.

Library school fulfills the expertise needed in reference, cataloging, and the other techniques of library service; but continuing education is needed in the following areas: training in the principles of administration, systems analysis to consider each library function as a part of the whole, knowledge of the subjects which make his special library unique, and a thorough knowledge of the organization served by the library. The author then suggests ways in which these needs can be met through continuing education.

Gaver, Mary V. "The Educational Third Dimension: I. Continuing Education to Meet the Personalized Criteria of Librarians." Library Trends, 20(July 1971) pp.118-143.

The above is a report on the results of a questionnaire to examine the role of the individual professional librarian in a plan for continuing education--his motivation, his criteria for such a program, and his strategies for developing a course of life-long learning. Since the questionnaire was open ended, the responses are in essay form. The evidence seems to indicate that many librarians are participating in programs of external agencies, but that there is a very definite need for a more organized structure with the professional associations and the library schools sharing the major responsibility.

Goldstein, H. "Some Repetitious Points about In-service Training for Audiovisual Services." Illinois Libraries, 49(Fall 1967) pp.118-121.

The effective implementation of audiovisual resources by librarians depends upon effective in-service training. The scope of the program must cover materials, equipment, services, and evaluation. The second item of importance in the scope of the training program is exposure to materials--previews, programs, practice with ideas about how to use materials. It is important that in-service training in this field be concerned with devising new services, since mostly libraries have been supply agencies for audiovisual materials without much original design of services peculiar to the library.



Goodman, Steven E. National Directory of Adult and Continuing Education; A Guide to Programs, Materials, and Services. 1968. 285p.

The recent number of publications, materials, and programs developed in the field of education and training are overwhelming. The steady increase has made the task of locating appropriate instructional materials more difficult. This compilation is to be best utilized as a primary reference book for all persons attempting to locate specialized programs and materials. The numerous courses, seminars, and programs cited include those which are available to personnel in all geographic areas of the U.S. and some countries abroad. Libraries are included as are other institutions and agencies.

Harrison, K. C. "INTAMEL, International Meeting, Gothenburg, 1969: Staff Training in Large City Libraries." International Library Review, 1(October 1969) pp.475-478.

Staff training is essential because of the increasing complexity of services. Courses should be arranged for newly-qualified librarians joining the system and for older librarians in need of refresher courses. Needed are qualified and experienced instructors, the full cooperation of all the staff, and suitable accommodations and aids. Specific topics are outlined.

Houle, C. O. and Hiatt, P. "Continuing Education." Michigan Librarian, 37(Winter 1971) pp.21-22.

The nature of continuing education parallels the readiness to change. Readiness for change and interest in education for each professional involves four classes or types, (1)The innovators, (2)the pace setters, (3)the majority adapters, and (4)the laggards. Each type is explained. Mr. Hiatt concludes that the best approach to continuing education is through the library associations.

Houle, C. O. "Role of Continuing Education in Current Professional Development." ALA Bulletin, 61(March 1967) pp.259-267.

All professions recognize in their code of ethics or elsewhere that education is a lifelong obligation. The practicing professional needs (1)to keep up with the new knowledge related to his profession; (2)to establish his mastery of the new conceptions of his own profession; (3)to continue his

study of the basic disciplines which support his profession, (4) and he needs to grow as a person as well as a professional. The center of influence in continuing education are: the self-improvement of the individual himself, small voluntary groups who meet, the employing institution, the university professional schools, professional associations, governmental bureaus, independent publishers of professional books and journals, and specialized libraries.

Houle, Cyril O. "Role of Continuing Education in Current Professional Development." ALA Bulletin, 61(March 1967) pp.259-267.

Most professions clearly recognize that education is a life-long obligation. The practicing professional realizes the widening gap between available knowledge and its full utilization in practice and feels the need to keep up with the new knowledge related to his profession.

\_\_\_\_\_. "To Learn the Future." Medical Clinics of North America, 54(January 1970) pp.6-7.

Emphasizing the concept of interprofessional cooperation, Houle recommends that members of each profession should not act as though they alone had any need of continuing study and should drop the assumption that their processes are wholly unique.

Jesse, Wm. H. and Mitchell, Ann E. "Professional Staff Opportunities for Study and Research." College and Research Libraries, 29(March 1968) pp.87-100.

Members of the teaching faculty are expected to spend part of their working time in study and research. This paper examines the extent of comparable opportunities available to academic librarians, as revealed by questionnaires returned from fifty-two research libraries and fifteen college libraries. Among the opportunities considered are time released from ordinary schedules for course work and research, sabbatical and special leaves for these purposes, and financial assistance. The extent of staff participation in study and research activities are presented, culminating in the discussion of a desirable library policy in this area.

Johnstone, John W. C. and Rivera, R. J. Volunteers for Learning: A Study of the Educational Pursuits of American Adults. Chicago, Aldine Publishing Company, 1965.

The National Opinion Research Center at the University of Chicago sponsored the study which has four phases: (1) to provide a comprehensive overview of the numbers and characteristics of adults engaged in studies of various subjects, through various methods of study, and within various institutional contexts; (2) to examine the social and psychological factors which help explain whatever patterns of educational behavior were observed in step 1; (3) to focus on adult education for people between the ages of seventeen and twenty-four and (4) to determine the nature of facilities for adult education in "typical" urban centers and their impact on the residents.

Kemp, Florence B. Noncredit Activities in Institutions of Higher Education, 1967-68 Institutional Distribution. U.S. Government Printing Office, 1970. 25p.

One-half of the institutions of higher education in the U.S. offered noncredit continuing education activities in 1967-68. While the traditional methods of instruction retain importance in terms of number of institutions using them, the widespread use of the conference, institute and workshop methods stands out accounting for about 46% of the noncredit registrations.

Kenney, Louis A. "Continuing Education for Academic Librarians." California Librarian, 30 (July 1969) pp.199-202.

The author restricts the term "continuing education" to the participation of librarians holding the master's degree in library science to continue in formal academic course work. Continuing education courses offer about the only means whereby librarians already in the field may prepare themselves to deal with the communications explosion and the applications of computer technology in the university library.

Klempner, I. M. "Information Centers and Continuing Education for Librarianship." Special Libraries, 59 (November 1968) pp.729-732.

Two currently emerging information needs are those for in-depth information which frequently necessitates detailed subject analysis and combinatory-type information retrieval, and the need for critically-evaluated and synthesized information. It is postulated that when the need for particular services



arises within our society, society either obtains such services from existing institutions or creates new institutions to fulfill desired needs. To satisfy the need for critically evaluated and synthesized information, traditionally fulfilled on a part-time basis by professionals within the respective subject disciplines, society created and funded the information center. To satisfy the demand for in-depth information service, a natural yet unfulfilled extension of library service, society funded and also allocated this task to the information center. The lack of continuing education for librarians is considered to be a major factor contributing to the inability of librarians, even special librarians, to satisfy the newly emerging user demand for in-depth information.

Knox, Alan B. "Continuing Professional Education." 1972. 15p.

This paper is presented as part of a course at the University of Illinois on continuing education. This general article covers many aspects of the topic--the need, scope, settings, planning and conducting continuing education for professionals.

Kortendick, James J. "Continuing Education and Library Administration." ALA Bulletin, 61(March 1967) pp.268-271.

Graduates of library schools who find themselves in supervisory positions quickly become aware of their own shortcomings and the need for further education. Proposed are seminars to provide middle management with a better understanding of their duties and responsibilities. Top management in libraries, library school faculty, and professional associations should cooperate in offering these seminars.

Kortendick, James J. and Stone Elizabeth W. Job Dimensions and Educational Needs in Librarianship. Chicago, American Library Association, 1971. 503p.

The project undertaken by the authors is a study of the training of library personnel, especially at the middle and upper levels. The rise to a higher level of required skills and competencies--often new--has brought about an urgent need for improved training beyond the first professional degree at the post-master's level. To establish a sound base for curriculum development, the authors determine what concepts, knowledge, and techniques for middle- and upper-level library personnel would be needed to perform at an optimum level of efficiency.

Kortendick, James J. and Stone, Elizabeth W. "Education Needs of Federal Librarians." Drexel Library Quarterly, 6(July - October 1970) pp.264-278.

A survey of post-M.L.S. needs expressed by federal librarians. Most respondents favored the workshop format and indicated high priority courses in the areas of specialized library functions, automation, and administration.

Labdon, P. "Re-training for Senior Librarians." Library Association Record, 68(February 1966) pp.42-44.

Emphasizes the need for continuing education for senior librarians so that length of stay on a job does not mean professional stagnation. Described is a conference held to discuss the problem of communication in a large organization.

McKeachie, Wilbert N. The Learning Process as Applied to Short-Term Learning Situations. Preconference Workshop, Conference Proceedings, West Lafayette, Indiana, Purdue University, National Extension Association, Conference and Institute Division, April 1965. 187p. ED 019 532

This conference studies questions related to learning problems to be considered in planning conferences and institutes. Three major principles are: (1) learning is always going on, so the problem is to plan what kinds of learning will occur, (2) different kinds of learning do not always go together, so choices must be made weighed against what is foreclosed, and (3) feedback facilitates learning.

McMahon, Ernest E.; Coates, Robert H.; and Knox, Alan B. "Common Concerns: The Position of the Adult Education Association of the U.S.A." Adult Education Journal, 18:3(1968) pp.197-213.

Fifteen interrelated concerns of adult education are identified. They are: (1) agencies of adult education, (2) adult education and the process of continuing change, (3) the American adult as a learner, (4) objectives of adult education programs, (5) learning experiences especially for adults, (6) evaluation to improve program effectiveness, (7) public understanding of adult education, (8) professionalization and staff development, (9) appropriate facilities, (10) relations among adult education agencies, (11) relations with other agencies, (12) financing adult education, (13) a body of professional knowledge, (14) research, (15) international adult education. For each concern a statement of the present situation, a list of goals and a platform statement of the AEA of the U.S.A. is given.

Neufeld, John. [letter] Journal of Education for Librarianship, 6(Fall 1965) pp.144-147.

In proposing any program of continuing education for librarians, the author is concerned that bureaucratic controls will be superimposed on the profession so that the specter of compulsory or quasi-compulsory adult education for the librarian will result. Since the librarian has graduated from a formal library school program he has learned the means to find the information he wants.

"New Directions in Staff Development; Moving from Ideas to Action; the Papers of a One-Day Conference Held in Detroit, Michigan, 28 June 1970, Sponsored by the Staff Development Committee, Personnel Administration Section/LAD, Am. Lib. Assoc." Ed. by E. W. Stone, American Library Association, 1971. 66p.

The papers presented in this one-day conference stress three points: (1) that continuing personnel development is an important commitment librarianship must face; (2) that in librarianship we are a long way from realizing the potential represented by the human resources now employed in libraries; and, (3) that the American Library Association has a role in personnel development and should emphatically foster continuing education of its membership. Topics include, "Planning for a Statewide Continuing Professional Education Program," "Participative Management in Libraries," and "Incentives and Motivation for Staff Development."

Newson, H. E. "Continuing Education for Librarians." In: Education for Librarianship. Papers presented at a workshop, University of Alberta, School of Library Science, University of Alberta, 1970. pp.42-53.

No librarian should feel his education is complete when he has received his basic professional degree. Technological advances and changes in the social structure mean librarians must also change. Professional renewal may be reached by courses in librarianship on an advanced level, courses in subject fields, extensive workshops, conferences, travel and observation, and professional literature.

Ohliger, John. The Mass Media in Adult Education: A Review of Recent Literature. Occasional Paper no. 18, Syracuse University, ERIC Clearinghouse on Adult Education, 1968. 123p.

This occasional paper surveys recent writing on the use of communication and print media in adult education. Included is an annotated bibliography. A section is devoted to continuing professional education.

Reed, Sarah R. "Education Activities of Library Associations." Drexel Library Quarterly, 3(October 1967) pp.375-390.

Library associations have a continuing responsibility to see that quality library education programs are available in the area served and that members are encouraged to avail themselves of such opportunities. This article totals and describes the programs for continuing education sponsored by library associations in each state in a three-year period as well as describing programs of the national library associations.

Reed, Sarah R. and Toye, Willie P., comps. "Continuing Education for Librarians: Conferences, Workshops, and Short Courses, 1965-66." United States Education Office. Library Services Branch, 33p.

Rees, Alan M. and Rothenburg, L. "Analysis of the Demographic, Educational, and Employment Characteristics of Participants in the Continuing Education Program of the Medical Library Association." Medical Library Association Bulletin, 58(April 1970) pp.159-162.

A survey of the participants in the Continuing Education Program of the MLA reveals that most are college graduates with 50% holding library degrees. The population shows a high degree of geographic and job stability. Most participants hold positions which require supervision of several employees.

Schroeder, Wayne L. Concerns about Adult Education, 1968. 14p. ED 023 982

A national survey (1961-62) reveals that only one adult out of five participates annually in educative activities; the graduate's negative attitude toward education needs to be replaced by an appreciation of lifelong learning. Some

weaknesses might be overcome through introduction of adult education programs in universities, as well as off-campus in-service training and degree programs and establishment of community councils for coordinating the various aspects of adult education. At present, the efforts of adult education agencies are fragmented and no one seems willing to assume a leadership role. Public agencies of adult education should have a system for continuous and reliable data collection, and broader and more balanced programs.

Simmons, B. S. "Professional Development." Catholic Library World, 43(October 1971) pp.79-82.

Since the period of formal training for librarians is brief, it is imperative that they be continually developing. Although no agency is assuming responsibility for planning, the individual librarian should be responsible for his own professional growth.

Sloane, Margaret N. Continuing Education for Special Librarianship; Where Do We Go from Here? Special Libraries Association, New York, New York, 1968. 62p. ED 032 086

During the three-hour planning session 125 representatives from twenty Special Libraries Association Chapters discussed (1) the need for continuing education for special librarians, (2) the structure of continuing education, and (3) the content of continuing education.

Sloane, M. N. "Special Library Association Chapters and Continuing Education." Special Libraries, 58(January 1967) pp.24-26.

The primary responsibility for continuing education should be with the Chapters. This can be accomplished through workshops and seminars co-sponsored, if desirable, with the local library schools in the area. The Chapters are more flexible and are not constrained by funding and allocations as are government agencies, academic institutions, SLA Headquarters, and others. The practical workshop concerned with current problems is extremely beneficial.

Smith, Robert M.; Aker, George F.; and Kidd, J. R., editors. Handbook of Adult Education. New York, Macmillan Co., 1970. 594p.

This Handbook is directed to several audiences--to any interested person seeking information about adult education; to the part-time worker; to the professional worker, the



scholar, and the graduate student in training. The paucity of data concerning the field of adult education as a whole and its various components means there are few reliable statistics. A section is devoted to professional associations and their impact on adult education, higher adult education and professional continuing education.

Stone, Elizabeth W. Annual Meeting of the Association of American Library Schools for the Continuing Library Education Network. Association of American Library Schools, Committee on Continuing Library Education, January 28, 1973.

A mini (four-hour) workshop was held in order to learn what is being done in other professions and disciplines regarding continuing professional education with the hope that some concepts and ideas might be applicable to the library profession.

\_\_\_\_\_. "Continuing Education: Avenue to Adventure." School Libraries, 18(Summer 1969) pp.37-46.

Formally or informally, a school librarian must expect to continue his education for the duration of his professional life. The "adventurous" librarian: realizes his formal education is merely a stepping-stone, is a self-starter, has a disposition to innovation and experimentation, is willing to have his performance measured and evaluated. All these factors are dependent on continuing professional education.

\_\_\_\_\_. Factors Related to the Professional Development of Librarians. Metuchen, New Jersey, The Scarecrow Press, 1969. 281p.

This study was undertaken to determine some of the factors that motivate librarians to continue their professional development after receiving the master's degree in library science. Conversely, it also sought to identify some of the factors which might deter professional development activities. The findings showed a significant disparity between what the librarians were doing and what they thought they should be doing for maximum professional development. The entire sample seemed to regard activities that were somewhat informal and which provided social contacts with other professionals as more important.

\_\_\_\_\_. "Librarians and Continuing Education." Journal of Education for Librarianship, 11(Summer 1970) pp.64-71.

A questionnaire was distributed to a random group of librarians assessing their motivation to participate in continuing education programs. Both encouraging and deterring factors are listed. Inability to meet the criteria of accessibility, convenience in timing, and support from supervisors will tend to keep the librarian from participating in the continuing education opportunity. Positive factors are: content of the program as related to the work process or to the jobs the librarian is doing; the opportunities for professional development need to be set forth and described so that librarians can ascertain if the activities are geared to meet their individual needs; and, long-range goals must be stated more clearly and should be implemented through joint planning by groups sharing responsibility in the area of continuing education.

\_\_\_\_\_. "Quest for Expertise: a Librarian's Responsibility." College and Research Libraries, 32(November 1971) pp.432-441.

This article focuses attention on librarians to see what gaps exist between perceived importance and actual involvement in the area of the academic librarian's professional development and to develop action planning on the basis of the data. Two signs of a professional are the individual's continually seeking opportunities for development and further learning, and his realization that the main instrument or "tool" for him as a professional is himself and how creatively he can use his talents and training.

\_\_\_\_\_. "Role of AALS in Lifetime Learning for Librarians." Journal of Education for Librarianship, 12(Spring 1972) pp.254-266.

The Study Committee on Continuing Education of the American Association of Library Schools saw its primary mission as delineating the role of AALS in continuing library education. The committee felt the need for concerted effort and coordination of all relevant groups, and attached to its report an appendix dealing with goals, criteria, and components relative to national planning for continuing library education. Library schools should begin work with professions outside of librarianship and AALS should develop means for practicing librarians to take any needed course in any geographic area at any time.

Verner, Coolie, and others. The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America. Adult Education Association of U.S.A., Washington, D.C., Syracuse University, New York, ERIC Clearinghouse on Adult Education, 1970. 89p. ED 041 180

This literature review on the preparation of professional adult educators attempts to cover the leading areas of discussion and research as well as some of the more interesting conclusions reported. Six major preoccupations of research are outlined, followed by two chapters on adult education as a discipline and a profession, patterns of adult educational leadership, levels and categories of adult educators, and their learning needs. The document includes a 118 item bibliography.

Wallace, Everett M. and Katter, Robert V. Research and Development of On-the-Job Training Courses for Library Personnel. Final Report. System Development Corp., Santa Monica, California, 1969. 84p. ED 032 085

This report describes the results of a project to conduct research and to develop instructional materials for use in on-the-job training of professional and non-professional library personnel in scientific and technical libraries. This report reviews previous research, design, and development activities. One instructional package that was developed was directed to professional librarians and provided an introduction to system analysis.

Whipple, James B. Community Service and Continuing Education: A Literature Review. Occasional Papers, no. 21. Syracuse University, ERIC Clearinghouse on Adult Education, 1970. 76p.

This volume analyzes literature in the ERIC Clearinghouse/AE dealing with Title I of the Higher Education Act of 1966; it includes ninety-two abstracts.

Youngs, W. O. "Continuing Education for Librarianship." PNLA Quarterly, 29(January 1965) pp.122-126.

Since library school education prepares the young professional primarily for work on the beginning level, further training is needed to improve his abilities as subject specialist, cataloger, documents librarian, or whatever. Emphasized is on-the-job training and several examples are cited.



Zachert, M. J. K. and Stursa, M. L. "Continuing Education for Librarianship: Evaluation of SLA's 1969 Seminars." Special Libraries, 60(November 1969) pp.616-617.

The Special Library Association sponsored in 1969 seminars on personnel administration, planning the library facility, problem publications, and basic principles of management for its members. Questionnaires to the participants revealed that most preferred a depth study of narrow topics rather than a superficial coverage of broad topics. A majority indicated they would be willing to pay the cost of attending similar seminars in the future.

SECTION IV

The following entries could not be located at the University of Illinois because the periodical is in binding or the item had been checked out.

Adams, K. "Regional In-Service Training Projects in Louisiana During 1968-69." Louisiana Library Association Bulletin, 32(Winter 1970) pp.167-169.

Davinson, D. E. "Short Courses for Qualified Librarians." New Library World, 73(July 1971) pp.14-15.

Hart, T. L. and Jones, L. I. "Continuing Education: Fact or Myth?" A pre-conference of the Indiana Library Association. Focus, 24(December 1970) pp.200-203.

Harvard University. "The School's Executive Development Programs: The Advanced Management Programs; Objectives of Training for Top and Middle Managers and What Makes Programs Tick." Harvard Business School Bulletin, 41(May - June 1965) pp.7-9.

Hinchliff, W. E. "Staff Development: Key to Library Progress." Wisconsin Library Bulletin, 63(January 1967) pp.30-32.

Kidd, J. Roby. Convergence--An International Journal of Adult Education. Vol. III, No. 4, 1970.

Lee, Robert. Plan for Developing a Regional Program of Continuing Education for Library Personnel in the Western States. Boulder, Colorado, Western Interstate Commission for Higher Education, 1969.

Lewis, P. T. "In-service Training: a New Dimension." New Library World, 73(July 1971) pp.20-21.

Liveright, A. A. "Learning Never Ends: A Plan for Continuing Education." In: Alvin C. Eurich. Campus 1980. New York, Delacorte Press, 1968. p.149.

Marbel, J. L. "Training the New Employee." Special Libraries Association, Science-Technology Division News, 21(Summer 1967) pp.34-35+.

Meyer, Ursula. "New York's Statewide Continuing Professional Education Program." Paper presented at the ALA Convention, Detroit, 1970.

Mosher, Frederick C. Proposed Program of Mid-Career Education for Public Administrators in Metropolitan Areas. Berkeley, University of California, 1966.

"Opportunities for Continuing Informal Library Education in Wisconsin." Wisconsin Library Bulletin, 63(January 1967) pp.14-24.

Poarch, M. E. "Model In-service Training Program for Children's Services in the Memphis Public Library and Information Center, Memphis Tennessee." Thesis, University of Wisconsin, Madison, 1971. 103p.

Presthus, Robert. Technological Change and Occupational Response: A Study of Librarians. (Final Report. Project No. 07-1084). Washington, D. C., Office of Education, Bureau of Research, 1970, pp.69, 108. Part of: A Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession, an Overview. Ontario, Canada, New York University, 1970.

Rink, B. C. "Continuing Education for Library Personnel." Michigan Librarian, 38(Spring 1972) p.2+.

Wildman, I. J. "Education: A Lifelong Process." Law Library Journal, 65(May 1972) pp.130-133.